

**THE EFFECT OF USING INTERVIEW STRATEGY
TOWARD STUDENTS' WRITING ABILITY ON
DESCRIPTIVE PARAGRAPH AT THE
SECOND YEAR OF SMPN 1
SIAK HULU**



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PEKANBARU
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Thesis

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



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The thesis entitled “*The Effect of Using Interview Strategy toward Students’ Writing Ability on Descriptive Paragraph at the Second Year of SMPN 1 Siak Hulu*”, is written by Irena Desliawati, NIM. 10914006261. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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Irena Desliawati

ABSTRAK

Irena Desliawati (2013): Pengaruh dari Penggunaan Strategi Interview Terhadap Kemampuan Siswa dalam Menulis Paragraph Deskriptive pada Siswa Kelas 2 SMPN 1 Siak Hulu

Tujuan dari penelitian ini adalah untuk menemukan apakah terdapat perbedaan yang signifikan terhadap pemahaman menulis siswa sebelum diajarkan dengan menggunakan strategi interview untuk kelas eksperimen dan metode pembelajaran konvensional untuk kelas control, kemudian menemukan apakah terdapat perbedaan yang signifikan terhadap pemahaman menulis siswa sesudah diajarkan dengan menggunakan strategi interview untuk kelas eksperimen dan metode pembelajaran konvensional untuk kelas control dan terakhir menemukan ada atau tidaknya pengaruh yang signifikan dari strategy interview terhadap pemahaman menulis pada siswa kelas dua SMPN 1 Siak Hulu.

Pada penelitian ini, jenis penelitian yang digunakan adalah penelitian eksperimen. Penulis mengambil *quasi nonequivalent design*. Penulis menggunakan dua kelas sebagai sampel yang terdiri dari 27 siswa. Sebelum memberikan perlakuan, siswa diberikan pre-test dan post-test diberikan setelah perlakuan. Teknik pengumpulan data adalah test. Test digunakan dalam rangka untuk mengetahui kemampuan siswa dalam menulis paragraph descriptive pada siswa kelas 2 SMPN 1 Siak Hulu.

Berdasarkan temuan penelitian menunjukkan bahwa terdapat perbedaan signifikan sebelum diajarkan dengan strategi interview untuk kelas eksperimen dan metode konvensional untuk kelas control yang dapat dilihat dari skor uji-t. total skor uji-t adalah 3.761. berdasarkan t-table, $2.00 < 3.761 > 2.65$. selanjutnya dapat disimpulkan bahwa terdapat perbedaan signifikan sesudah diajarkan dengan strategi interview untuk kelas eksperimen dan metode konvensional untuk kelas control yang dapat dilihat dari skor uji-t. Total skor uji-t adalah 4.329. berdasarkan t-table, $2.00 < 4.329 > 2.65$. oleh karena itu, dapat disimpulkan bahwa ada pengaruh yang signifikan dari menggunakan strategi interview terhadap kemampuan menulis siswa pada kelas 2 SMPN 1 Siak Hulu dengan hasil uji-t adalah $2.06 < 13.353 > 2.78$.

ABSTRACT

Irena Desliawati (2013): The Effect of Using Interview Strategy toward Students' Writing Ability on Descriptive Paragraph at the Second Year of SMPN 1 Siak Hulu

The main purpose of this research was to find out if there was significant effect of using interview strategy toward students' writing ability on descriptive paragraph at the second year of SMPN 1 Siak Hulu. The specific objectives of this research was to find out if there was significant difference of students' writing ability on descriptive paragraph before and after being taught by using interview strategy for experimental class and conventional teaching method for control class at the second year of SMPN 1 Siak Hulu.

In this research, the type of research used was quasi experimental research. The writer took nonequivalent control group design. The writer used two classes as sample that consisted of 54 students. Before giving the treatment, the students were given pre-test, and post-test were given after the treatment. The technique of collecting data was the test. The test was used in order to find out the students' writing ability on descriptive paragraph at the second year of SMPN 1 Siak Hulu.

The research findings showed that the improvement could be seen from the score of test. The result analyzed by using SPSS 16.0. The result found that there was significant different of students' writing ability on descriptive paragraph before being taught by using interview strategy for experimental class and conventional method for control class. The total score of t-test was 3.761. Based on the table ($2.00 < 3.761 > 2.65$). Then, there was significant difference of students' writing ability on descriptive paragraph after being taught by using interview strategy for experimental class and conventional method for control class. The total score of t-test was 4.329. Based on the table ($2.00 < 4.329 > 2.65$). Therefore, it concluded that there was significant effect of using interview strategy toward students' writing ability on descriptive paragraph at the second year of SPMN 1 Siak Hulu. The result of t-test was ($2.06 < 13.353 > 2.78$).

إرينا ديسليواتي () : تأثير استخدام إستراتيجيات مقابلة إلى لقدرة الطلاب في كتابة الفقرات الوصفية في الصف ثان في المدرسة الثانوية الحكومية واحدة سيالك هولو

يحمل " تأثير استخدام إستراتيجيات مقابلة إلى لقدرة الطلاب في كتابة الفقرات الوصفية في الصف ثان في المدرسة الثانوية الحكومية واحدة سيالك هولو". هذه صياغات وهي كيف وصفية الاستراتيجية مقابلة وكيفية صفية يدرس الاستراتيجية المقابلة، هناك تأثير كبير استخدام إستراتيجيات مقابلة إلى لقدرة الطلاب في كتابة الفقرات الوصفية في الصف ثان في المدرسة الثانوية الحكومية واحدة سيالك هولو. هذه هو تحديد الاستراتيجية مقابلة لتحديد هناك تأثير كبير في الصف ثان في المدرسة الثانوية الحكومية واحدة سيالك هولو. الوصفية لتحديد هذه يستخدم فنئين عينة . تقنية البيانات هو . وصفية في الصف ثان في المدرسة الثانوية الحكومية واحدة سيالك هولو. تحليل البيانات صيغة عينة بين تجريبية بعد السيطرة SPSS . الصيغة : هناك تأثير كبير استراتيجية تحليل البيانات، الوصفية في الصف ثان في المدرسة الثانوية الحكومية واحدة سيالك هولو = ، > ، < ، وهو يعني يتم ها ويتم هو. = الصعید هامة

LIST OF CONTENT

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDMENT	iii
DEDICATION	v
ABTRACT	vi
LIST OF CONTENTS	ix
LIST OF TABLES	xi
 CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. The Problem	6
1. Identification of the Problem	6
2. Limitation of the Problem	7
3. Formulation of the Problem	7
C. Objective and the Significance of the Research	8
1. Objective of the Research	8
2. Significance of the Research.....	9
D. The Definition of Terms	9
 CHAPTER II REVIEW OF RELATED LITERATURE	
A. Theoretical Frameworks	12
1. Nature of Writing	12
2. Definition of Writing Ability	13
3. Process of Writing.....	14
4. Teaching Writing	15
5. Nature of Strategy	17
6. Interview Strategy	21
7. Nature of Paragraph	24
8. Nature of Descriptive Paragraph.....	26
9. Language Feature of Descriptive Paragraph.....	27
10. Generic Structure of Descriptive Paragraph	27
B. Relevant Research.....	28
C. Operational Concept	29
D. Assumption and Hypothesis	30
1. Assumption	30
2. Hypothesis.....	31
 CHAPTER III THE RESSEARCH METHOD	
A. Research Design.....	32
B. Location and Time of The Research	33
C. Subject and Object of the Research	33
D. Population and Sample of the Research.....	33
E. Research Procedure.....	34
F. Technique of Data Collection	36

G. Reliability and Validity of Test.....	38
H. Technique of Data Analysis.....	41

CHAPTER IV DATA PRESENTATION AND ANALYSIS

A. Description of the Research Procedures	42
B. Data Presentation	42
C. Data Analysis	49

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	57
B. Suggestion.....	58

BIBLIOGRAPHY

APPENDIXES

CHAPTER I

INTRODUCTION

A. The Background of The Problem

Writing is one of the activities done in learning English and it is one of language skills. Writing is an activity different from another skill such as speaking, reading and listening. Writing is always used in daily life, such as writing a letter to friends, note taking, writing story, and so on. Writing can't be done by the writer if the writer is not able to master some components. In order to write well, writer must have an understanding of grammatical structures, vocabulary and tenses usage.¹

Writing is an activity that can usefully be prepared by working in the other skills of listening, speaking and reading.² Writing is a productive skill because this skill requires writer's ideas to make a good paragraph. Writing can be such an exciting adventure for students when they have a firm idea of what to write about and how to get started. Sometimes for ESL/EFL, to get ideas is difficult. Moreover, in writing activity, the writer must be able to use good grammar, punctuation, correct spelling and so on. Based on above explanation, Brown in Sara Cushing Weigle provides some characteristics that ordinarily differentiate written language from spoken language, as follows:

¹ Ed Swick, *Writing Better English for ESL Learners 2nd*. (New York: The McGraw-Hill Companies, Inc, 2009), vii.

² I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), 113.

1. Permanence: written language is permanent and can be read and reread anytime.
2. Production time: writer generally need more time to plan, review, and revise their words before they are finished.
3. Distance: between the writer and the reader in both time and space.
4. Complexity: written language tends to be characterized by longer clauses and more subordinators.
5. Formality: writing tends to be formal activity.
6. Vocabulary: written texts tend to contain a wider variety of words, and more lower-frequency words, than oral texts.³

English is one of subjects learned by the students at the SMPN 1 Siak Hulu. Based on Competence Based Curriculum (KBK) provides the purposes of learning English for junior high school are as follows:

1. Developing communicative competence in oral and written form to achieve functional literacy level.
2. Having awareness about sense and significance of English to increase national competence in global society.
3. Developing students' understanding about relationship between language and culture.⁴

³ Sara Cushing Weigle, *Assessing Writing* (Cambridge: Cambridge University Press, 2002), 15.

⁴ Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. (Jakarta: Unpublished, 2006), 15.

In communicative competence students are able to understand and produce written or oral texts and applied into four skills such as, listening, speaking, reading and writing. Based on Competence Based Curriculum (KBK), students in junior high school must achieve functional literacy level; it means that students can communicate oral and written in daily life. Through learning English students are able to know themselves, their culture and other cultures. By learning English, students are able to give opinion and feeling to participate in society.⁵

According to syllabus, the standard of competence in writing refers to the ability of students to express meaning in functional paragraph in descriptive and recount paragraph to interact with environment. Functional refers to students' ability to use English in daily life. The basic competence in writing refers to express meaning in monologue essays which uses various written languages accurately, fluently and acceptable in the forms of texts such as *descriptive* and *recount*.

Descriptive text is one kind of the texts exists in school curriculum. In writing descriptive paragraph, students are expected to write descriptive paragraph accurately, fluently to interact with environment. Students study English twice a week with time duration about 80 minutes (2 x 40 Minutes). Usually, in teaching writing, teacher gives a topic to students, and then students write some paragraphs about it. After writing some paragraphs, students are asked by the teacher to read what they write in front of class. The teacher uses this technique to teach writing.

⁵ *Ibid.*, p.16

Based on school based curriculum (*KTSP*) of second year of junior high school 2006, in writing skill, students are expected to be able to express meaning of functional text and short essay of descriptive text fluently and accurately⁶. Meanwhile, descriptive text is taught in order that students know the characteristic of descriptive text. Junior high school 1 Siak Hulu is one of the schools located in Kampar Regency. This school uses *KTSP* in teaching English. The techniques used by the teachers of English of junior high school of 1 Siak Hulu. In teaching English is called written test. This technique is conducted by the teacher as follows:

1. Teacher asks students to write about descriptive paragraph.
2. Teacher asks students to read in front of class what they write.

But in the fact, most of the students are not able to achieve the standard of minimum criteria of passing grade. Some of the students' score are far from standard of minimum criteria of passing grade. Based on the writer's observation at the second year students of junior high school 1 Siak Hulu, the writer found a lot of problems are as follows:

1. Some of the students are not able to write descriptive paragraph.
2. Some of the students are not able to organize ideas in writing descriptive paragraph.
3. Some of the students have limited vocabulary in writing descriptive paragraph.

⁶ *Ibid.*, p.18

4. Some of the students are still not able to understand what descriptive paragraph is about.

Based on the phenomena above the writer tries to use strategy in learning English especially in writing ability. In selecting the strategy, the writer takes from the PPP stages of teaching. PPP is about presentation, practice and production.⁷ Presentation refers to represent the introduction to a lesson, necessarily requiring the creation of a realistic situation requiring the target language to be learned. Practice is usually begins with what is termed 'mechanical practice' by means of drills repetitive exercises, and gradually moving into more demanding procedures like information gap, dialog creation and controlled plays. And production is seen as the culmination of the language learning process, whereby the learners act upon their linguistics knowledge, where they perform their competence and become users of the language. The teacher's role here is to provide occasions where the students can actively apply the language they have been practicing.

Based on explanation above, the writer wants to use strategy to teach writing, it is called interview strategy. This strategy refers to practice, where the students will practice English by using interview strategy. Interview strategy is able to help students organize their ideas, recall what they know, and decide what

⁷ Karlfried Knapp and Gerd Antos, *Handbook of Applied Linguistics* (New York: Deutsche Nationalbibliothek, 2009), 366.

they need to know.⁸ This strategy is suitable to be applied in writing descriptive paragraph.⁹

Based on the problems described above, thus, the writer is interested in investigating this problem by conducting a research entitled:

“The Effect of Using Interview Strategy toward Students’ Writing Ability on Descriptive Paragraph at the Second Year of SMPN 1 Siak Hulu”

B. The Problem

Based on phenomena above, it is very clear that the students of the second year of junior high school 1 Siak Hulu have a lot of problems especially in writing descriptive paragraph.

1. The Identification of The Problem

Based on the problems depicted in the background of the problems, the problems of this research are identified as follows:

- a. What factors make some of the students are not able to write descriptive paragraphs?
- b. What factors make some of the students are not able to organize ideas in writing descriptive paragraphs?
- c. What factors make some of the students have limited vocabularies in writing descriptive paragraphs?

⁸ Jane M.E. Roberts, 25 *Prewriting Graphic Organizers and Planning sheets* (New York: Scholastic Teaching Resources, 2004), 20.

⁹ *Ibid.*, p. 51

- d. Why are some of the students unable to understand about descriptive paragraphs?
- e. How is students' writing ability on descriptive paragraph by using interview strategy at the Second Year of SMPN 1 Siak Hulu?

2. The Limitation of The Problem

Based on the identification above it is clear that everyone has many problems, such as students are not able to write descriptive paragraph, students are not able to organize ideas in writing descriptive paragraph, students have limited vocabulary in writing descriptive paragraph, students are still not able to understand what descriptive paragraph is about. Thus, the writer limits problems of this research to focus on the significant effect of using interview strategy toward writing ability on descriptive paragraph at the second year of SMPN 1 Siak Hulu.

3. The Formulation of The Problem

Based on the problem limited about, this research questions are formulated as follows:

- a. Is there any significant difference of students' writing ability before being taught by using interview strategy for experimental class and conventional teaching method for control class at the Second Year of SMPN 1 Siak Hulu?
- b. Is there any significant difference of students' writing ability on descriptive paragraph after being taught without using interview strategy

for experimental class and conventional teaching method for control class at the second year of SMPN 1 Siak Hulu?

- c. Is there any significant effect of using interview strategy toward students' writing ability on descriptive paragraph at the second year of SMPN 1 Siak Hulu?

C. The Objectives and The Significant of The Research

1. The Objectives of The Research

Based on the research questions formulated above, thus, the objectives of this research are as follows:

- a. To find out data about significant difference of students' writing ability before being taught by using interview strategy for experimental class and conventional teaching method for control group at the Second Year of SMPN 1 Siak Hulu.
- b. To find out data about significant difference of students' writing ability after being taught by using interview strategy for experimental class and conventional teaching method for control group at the Second Year of SMPN 1 Siak Hulu.
- c. To determine the effect of using interview strategy toward students' writing ability on descriptive paragraph at the Second Year of SMPN 1 Siak Hulu.

2. The Significance of The Research

Related to the objectives of the research above, the significance of the research are as follows:

- a. This research finding is hopefully contributing the writer as a novice researcher in terms of learning research.
- b. This research finding is also expected to give positive contribution related to the process of teaching English, especially in terms of the effect of using interview strategy toward students' writing ability on descriptive paragraph.
- c. This research finding is also expected to be practiced in order to develop the theories on teaching and learning English as a foreign language. And those who are concerned in the world of language teaching and learning in general.

D. The Definition of The Terms

In order to avoid misunderstanding in reading this research report, the writer feels necessary to define some specific terms, as follows:

1. Effect

Effect is a means for identifying the strength of the conclusions about group differences or about the relationship among variables in a quantitative

study.¹⁰ In this research, this term refers to the effect of using interview strategy toward students' writing ability on descriptive paragraph.

2. Interview

Interview is strategy conveying to others about genuine information transmitted to them by other students. Students can get information from other friend by asking some questions related to the topic.¹¹ Interview strategy in this research is a strategy used to teach writing especially on descriptive paragraphs at second year students of SMPN 1 Siak Hulu.

3. Writing

Writing is about both a process and a product¹². The writer imagines, organizes, drafts, edits, reads and rereads. In this research, students will use processes in writing above and produce some paragraphs as products of writing.

4. Descriptive

Descriptive is describing someone, something, or someplace clearly for audience.¹³ In writing descriptive paragraph, the writer gives some description, characteristic and so forth. In this research, the writer uses descriptive paragraph in teaching writing.

5. Paragraph

¹⁰ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Ed 4th*, (Lincoln: Pearson Education International, 2012), p. 619.

¹¹ Jane M.E. Roberts, *25 Prewriting Graphic Organizers and Planning sheets* (New York: Scholastic Teaching Resources, 2004), 77.

¹² David Nunan, *Practical English Language Teaching First Edition* (New York: McGraw-Hill, 2003), 88.

¹³ Larry Lewin, *Paving the Way in Reading and Writing Strategies and Activities to Support Struggling Students in Grades 6-12*. (San Francisco: Jossey-Bass, 2003), 126.

Paragraph is a unit of information in writing unified by central idea.¹⁴

Central idea in paragraph is usually stated in a topic sentence. In this research, the paragraph is collection of sentences written by the students to make descriptive paragraphs.

¹⁴ M Syafi'I , *The Effective Paragraph Developments: The Process of Writing for Classroom Setting* (Pekanbaru: LBSI, 2007), 1.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Nature of Writing

Writing is an essential part of learning. Academically, writing is main point for developing ideas and feeling by considering some important components and writing processes. Writing can also be an independent learning tool that can be done by students to write their own idea or main idea and fulfill their writing assignment and to enrich their skill to write of everything. As addition, writing is not only developing idea but also developing feeling in mind.

Writing is one of the activities in learning and teaching English. Writing fulfils more than one role in the learning of foreign languages. The first consolidating and reinforcing language learnt orally. The act of writing down something helps to fix it in the mind. The written image can serve not only as an aid to memory, but also as a prompt for speech. Second, writing is needed in another important mode of communication, correspondence of all kinds, notes, messages, forms, reports, summaries, essays, etc., and it is useful tool on occasions where the spoken mode is inappropriate. Third, it offers even to learners with limited proficiency a means of individual and sometimes quite personal expression, which can be changed, revised, refined and kept as a record.¹⁵

¹⁵ Walter Grauberg, *The Elements of Foreign Language Teaching Practice* (Toronto: Multilingual Matters, 1997), 213.

In writing activity, writer must have ideas in his or her brain before writing those ideas into paragraph. Learning to write involves being able to communicate and convey ideas meaningfully.

2. The Definition of Writing Ability

The terms of writing have several meanings. Widdowson states that writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper.

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.¹⁶

There are several kinds of writing ability:

- a. Comprehensibility skills for writing include understanding that writing is communicating messages or information.
- b. Fluency skills for writing, they are: recognizing the linear sequence of sounds, mastering writing motions and letter shapes, recognizing the chunking of words, recognizing the need for space between words and writing quickly.
- c. Creativity skills for writing include the ability to write freely anything what student wants to write.

¹⁶ Definition of Writing Ability.(Retrieved on December 20, 2012)
[Http://teachingenglishonline.net/definition-of-writing-ability/](http://teachingenglishonline.net/definition-of-writing-ability/)

3. The Process of Writing

Richards describes there are four basic stages of writing process, they are planning, drafting, revising and editing.¹⁷ Each stage provides the kinds of classroom activities to support learning of specific writing skills.

a. Planning (pre-writing)

Pre-writing is an activity in classroom to encourage students to write. In planning stage, teacher has duty to help students generate ideas and gather information for writing through some activities such as, group brainstorming, clustering, rapid free writing and WH questions.

b. Drafting

In this stage, the writer focuses on writing fluency, not with grammatical accuracy or the neatness of the draft. One of the good writing dimensions is writer's ability to visualize the audience. Students can be motivated by the teacher to write different audiences, not only for teacher but also for other classmates, peer, pen-friends and family. In this stage, students must have central idea in their mind to communicate to the audience in order to give direction to their writing.

c. Revising

Revising is not merely checking for language errors like editing. In revising, students reexamine what was written to see how effective by

¹⁷ Jack Richards and Willy A. Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), 316.

communicating meanings to the readers. It is done to improve global content and ideas organization in order that writer's intent is clearer to the readers.

d. Editing

At this stage, students must edit own or their peers work for grammar, spelling, punctuation dictation, sentence structure and accuracy of supportive textual material. Editing is meaningful in writing process, because this part of the process of making communication is clear and unambiguous as possible to a reader.

4. Teaching Writing

In teaching writing, the teacher must focus on some components, they are language structures, text function, themes or topics, creative expression, composing processes, content and genre and contexts of writing.¹⁸ Language structures refer to learn to write in a foreign or second language mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts. Text function is about to relating structures meanings, making language use criteria for teaching materials. Functions in here means for achieving the purposes of writing. Themes or topics focused here are to help students develop effective paragraphs through the creation of the topic sentences, supporting sentences, and transitions.

Creative expression is about how the students to be creative in expressing themselves especially to express their feelings and opinions, so that others can

¹⁸ Sara Cushing Weigle, *Assessing Writing* (Cambridge: Cambridge University Press, 2002), 21.

understand what they think and like to do. Content in this term is what students are required to write about. Genre and contexts of writing is concerned with teaching learners how to use language patterns to accomplish coherent, purposeful to achieve some purposes: it is a way of getting something done. Based on some components above, thus the writer wants to draw the diagram of the instructional outcome of writing skill especially for the second year of junior high school in the first semester as follows:¹⁹

¹⁹ Silabus Mata Pelajaran bahasa Inggris Kurikulum Tingkat Satuan Pendidikan (KTSP), (Pekanbaru: Unpublished, kelas / semester: VIII / 1, 2006), P. 15.

Table II.1
Instructional Outcome of Writing in School Based Curriculum

Standard Competence	Basic Competence	Materials	Strategy
Express the meaning in functional and short essay in descriptive and recount to interact with environment. Express meaning and rhetorical steps in short essay accurately, fluently and acceptable to interact with environment in form <i>descriptive</i> and <i>recount</i>	1. Express meaning in short functional essay accurately, fluently and acceptable to interact with environment	Functional short texts: - Invitation - Announcement - Short Messages Texts -Descriptive -Recount	Interview: 1. Make up questions 2. Ask questions, listen to the answers and take note 3. Change the roles, the interviewer is now interviewed 4. Write the report

5. The Nature of Strategy

There are four things the teacher must do to make good decisions concerning the choice of an approach, method, technique and strategy.²⁰

²⁰ Marriane Celce, *Teaching English as a Second or Foreign Language Ed 3rd* (London: Thomson Learning, Inc, 2001), p. 9 & 90.

a. Approach

Celce says that approach to language teaching refers to something that reflects a certain model or research paradigm. In short, approach is like a collection of theory, there is no procedure and it is still general.

b. Method

Method is a set of procedures. Method is more specific than approach but less specific than technique. Method is typically compatible with one (or sometimes two) approach. Thus, method is about theory and also the procedure of theory.

c. Technique

Technique is a very specific type of learning activity use in one or more methods. A technique is a classroom device or activity and thus represents the narrowest of three concepts. Some technique are widely used and found in many methods.

d. Strategy

Strategy is under the learner's conscious control; they are operations which the learner chooses to use to direct or check his or her own comprehension. Thus, strategy is students perform a few steps in learning process.

Rebecca explains in learning strategies there are some learning strategies to enhance their own learning. There are two learning strategies; direct and indirect strategies.²¹

a. Direct Strategies

Direct strategies are language learning strategies that directly involve the target language. The direct class composed of memory strategies, cognitive strategies and compensation strategy.

1) Memory Strategies

Memory strategies sometimes called mnemonics. Memory strategies reflect very simple principles, such as arranging things in order, making associations and reviewing. These strategies consist of creating mental linkages, applying images and sounds, reviewing well and employing well.

2) Cognitive Strategies

Cognitive strategies are essential in learning a new language. Cognitive strategies are unified by common function; manipulation of target language by the learner. Cognitive strategies are typically found to be most popular strategies with language learners. These strategies divided into: practicing, revising and sending messages, analyzing and reasoning and creating structure for input and output.

²¹ Rebecca L, *Language Learning Strategies: What Every Teacher Should Know*. (New York: NewBury House Publishers, 1990) p. 37

3) Compensation Strategies

Compensation strategies enable students to use the new language for either comprehension or production despite limitation in knowledge. These strategies are intended to make up for an inadequate repertoire of grammar, especially of vocabulary. These strategies involve guessing intelligently and overcoming limitations in speaking and writing

b. Indirect Strategies

Indirect strategies support and manage language learning without directly involving the target language. The indirect strategies are useful in virtually all language learning situations and applicable to all four language skills: listening, reading, speaking and writing. Indirect strategies divided into: metacognitive strategies, affective strategies and social strategies.

1) Metacognitive Strategies

Metacognitive strategies provide a way for learners to coordinate their own learning process. Metacognitive strategies include three strategy sets: centering your learning, arranging and planning your learning and evaluating your learning.

2) Affective Strategies

Affective refers to emotions, attitudes, motivations, and values. It is possible to influence language learning. Language learners can control over these

factors through affective strategies. These strategies consist of lowering your anxiety, encouraging yourself and taking your emotional temperature.

3) Social Strategies

These strategies involve social interaction. One of most basic interaction is asking question, an action from which learners gain great benefit. These strategies include asking questions, cooperating with other and empathizing with others. Based explanation above, the writes concludes that interview strategy is one of indirect strategy, especially in term social strategies. In social strategies students can make interaction with their friends in learning process.

6. Interview Strategy

Interview is one of the strategies in writing skill. This strategy is part of prewriting strategy. Interview strategy is an activity that helps students to know each other. It encourages students to use this planning sheet to help come up with questions to conduct interview. Interview can stimulate meaningful spoken and written communication. This strategy involves direct strategies:

a. Memory Strategies

Interview strategy refers to creating mental linkages because this strategy is most basic memory strategy, because it elaborates and placing new words into context. Interview strategy includes to one of kinds of creating mental linkages is that placing new words into a context, because it present new words in meaningful context.

b. Cognitive Strategies

In cognitive strategies, interview strategy refers to practicing, translating, transferring, creating structure for input and output involves taking notes and summarizing

. In practicing strategy uses of repeating strategy that is going through a written draft in detail in order to correct. While translating strategy, helps learners to produce the new words in speech or writing. And then, in transferring strategy directly applies previous knowledge to facilitate new knowledge in target language. Taking notes helps students to organize what they heard and write the information. Summarizing is about make summary in passage or story based information they heard.

Besides, direct strategy, interview strategy also involves indirect strategies, especially Social strategies. In social strategies, interview strategy refers to asking questions and cooperating with others. In asking questions, includes asking someone, possibly a teacher or native speaker and even more proficient fellow learner. Asking questions consists of asking for clarification and asking for correction. In cooperating with others is about interacting with one or more people to improve language skills. It includes cooperative with peers and cooperating with proficient users of the new language.

In this strategy, the students must use WH questions such as, why, what, where, when, and how.

Conducting interview activity encourages them to consider what they already know about this topic and make up questions that would bring out interesting details. Finally, tell students that they should include at least one open-ended question to allow the person they're interviewing to tell something he or she thinks is especially important about the topic²². The procedures of interview strategy are as follows:

- a. Make up own questions by students. Students must make some questions before asking the interviewer. For example: Who are you? What is your hobby? Why do you like it?
- b. Students get turn to interview the other, asking questions, listening to answers and taking notes. After making some questions, students must get turn to conduct interview to other. Firstly the interview is asking questions and then listening to the answers and the last taking note what interviewer said.
- c. Then the roles are reserved and the interviewer is now interviewed. After being finished, the interviewer must interview her/ his friend and do the same steps.
- d. Write a report of the information based on students gathered for other students.²³

²² Jane M.E. Roberts, 25 *Prewriting Graphic Organizers and Planning sheets*. (New York: Scholastic Teaching Resources, 2004), 20.

²³ Ann Raimes, *Techniques in Teaching Writing*. (New York : Oxford University Press, 1983), 74.

7. Nature of Paragraph

a. Definition of paragraph

Paragraph is a unit of information in writing unified by a central idea. Central idea is usually stated in a topic sentence. Topic sentence must be developed in sentence. Paragraph writing offers at least three benefits.²⁴ The first is that by mastering paragraph structure will help the writer to be a better writer. It is emphasis on clear point and well- organized logical support. For example examining answers summaries, response papers and brief reports.

The second is that the discipline of writing a paragraph will strengthen the writer's skills as a reader and listener. And the last is that paragraph writing will make the writer to be a stronger thinker. In this term, the writer will learn to discover and express ideas and develop those ideas in logical way.

b. Components of paragraph

There are three components of paragraph. They are: the topic sentence, supporting sentence and the concluding sentence.

1) Topic sentence

Topic sentence is general statement of the paragraph. Topic sentence is available at the beginning or end of paragraph, or even in the middle. A topic sentence contains both a topic and a controlling idea. Controlling idea is statement that limits the topic in the topic sentence.

²⁴ John Langan, *English Skill with Readings 6th ed.* (New York: McGraw-Hill Companies, 2006), 12.

2) Supporting sentence

Supporting sentence make up the rest of the paragraph. It consists of two kinds: major supporting sentences and minor supporting sentences. A major supporting sentence is that the sentences supports ideas stated in topic sentence directly. A minor supporting sentence is to support major supporting sentence and at the same time supports topic sentence indirectly. Supporting sentence is to provide the reader with evidence idea expressed in topic sentence is true.

3) Concluding sentence

Concluding sentence is general statement in the last sentence and ends of paragraph. It reminds the reader of topic sentence.

c. Characteristics of a Good Paragraph

In order to make good paragraph, the writer must write the paragraph that contains: unity, coherence and capitalization and punctuation.

1) Unity

In writing paragraph, unity is important. All of the sentences in paragraph only have one main idea. The writer must make one point and stick that point; it means that sentence in the paragraph is related directly to the main idea.

2) Coherence

Coherence is parts of paragraph connected logically. The writer must organize and connect the specific evidence. To achieve it, the writer can use

transactional signals (moreover, however, in brief and so forth), consistent choice of element (I, he, she, they, we, you, one), voice (active or passive) and register (formal and informal).

3) Capitalization and punctuation

In writing paragraph, there are some rules in using capitalization: capitalize first letter of the first word of sentence, capitalize pronoun and capitalize all proper nouns. While punctuation is necessary to clarify meaning sentence; meaning of two sentences that is different. There are a lot of examples of punctuation such as, comma, full stop, colon and so forth.

8. Nature of Descriptive Paragraph

Descriptive paragraph is giving description of something or someone. The writer must observe specific details such as, senses (sight, hearing, taste, smell and touch). In other words, the writer must describe a person, place, or thing for the readers by using words, rich in sensory details.

a. Describe place

In describing place the writer must make it clear. The location of objects must be clear. And then, the details must be arranged logically in order to be easy for reader to visualize the description in reader's mind. A controlling idea must be there, because it gives a focus in the paragraph.

b. Describe a person

The writer can describe person in many ways, such as his/her clothes, his/her looks like, manner of speaking, style and color of hair, facial appearance and expression.

c. Describe a thing

The writer can describe thing in many ways, usually to describe things that use five senses, such as touch, sight, smell, taste, and hearing. For example: in describing a laptop. It has a metallic touch, cold until it warms up.

9. Language Feature of Descriptive Paragraph

Descriptive paragraph usually includes the following linguistic features. Firstly, the specific participant, it means that the writer only has specific object, for example the beach, my idol and so forth. Secondly, using simple present tense, the sentence in writing descriptive paragraph must use simple present tense because this describes facts of the object. Thirdly, using action verb, action verb is about using verb to show real activity (see, write, sleep and so forth). And the last, using adjective to make clear noun, there are so many adjective can be used by the writer, such as a handsome man, the famous place in pekanbaru and so forth.

10. Generic Structure of Descriptive Paragraph

Descriptive paragraph has two generic structures, they are identification and description. Identification is about object will be described. While description is about describing the object visually (big, small, etc) qualitative can be

expressed by using adjective (interesting, beautiful, wonderful, nice) and quantitative (one, two, many, some, etc).²⁵

B. The Relevant Research

1. A research conducted by Rayma Harchar, Ed.D. (2005) entitled Mock Interview Strategy: An action research study of administrator and teacher candidates' preparation for interview field experience, this research used Action Research methods were used as the research design and theoretical framework. Data were gathered from: observation, reflection on practice, narratives and student surveys. A total of 170 surveys were completed. Results indicated that perceived self-efficacy was improved and the experience was worthwhile. Improvements and changes to the strategy were implemented.
2. A research conducted by Soneta (2007) entitled A Correlation between Students' Learning Creativity and Their Descriptive Paragraph Writing Ability at the Fourth Semester Students of English Education Department of Uin Suska Riau. This research used correlation design. She found that there was a significant correlation between X variable (students' learning creativity) and Y variable (students' writing ability). The students who had high level in learning creativity in using the technique of writing, they have high level in writing ability especially for descriptive paragraph writing. Thus, the alternative hypothesis is accepted.

²⁵ Pardiyono, *Pasti Bisa Teaching Genre based Speaking* (Yogyakarta: ANDI, 2009), 123.

C. The Operational concept

To clarify the theories used in this research, the writer will explain variable of this research. This research is quasi experimental research which focuses on gaining the effect of using interview strategy toward students' writing ability on descriptive paragraph. In this research, there are two variables: X and Y, and the operational concepts of both them are as follows:

1. The indicators of interview strategy (X) can be seen in the following steps:
 - a. The teacher asks students to make up questions related to the topic.
 - b. The teacher asks students to conduct interview, and other friend asks questions, listens to answers and takes notes.
 - c. The teacher guides students to change roles, the interviewer to be interviewed now.
 - d. The teacher gives the last step to students; make report of information gathered from other students.
2. Students' writing ability on descriptive paragraph (Y) in the following indicators:
 - a. Students are able to use identification in descriptive paragraph.
 - b. Students are able to use description in descriptive paragraph.
 - c. Students are able to use present tense in descriptive paragraph.
 - d. Students are able to use adjectives in the descriptive paragraph.
 - e. Students are able to use adverbs in descriptive paragraph.
 - f. Students are able to use specific participant in descriptive paragraph.
 - g. Students are able to use vocabulary appropriately.

- h. Students are able to use spelling and punctuation correctly.

D. The Assumption and the Hypothesis

1. The Assumption

In this research, the writer assumes that:

- a. The students writing ability on descriptive paragraph taught by using interview strategy is various.
- b. The students writing ability on descriptive paragraph taught by using conventional method strategy is various.
- c. The effect of using interview strategy will be better for students' writing ability on descriptive paragraph.

2. The Hypothesis

Based on the assumption above, hypothesis of this study can be forwarded as follows:

H₀₁ : There is no significant difference of students' writing ability before being taught by using interview strategy for experimental class and conventional teaching method for control class at the Second Year of SMPN 1 Siak Hulu.

H_{a1} : There is significant difference of students' writing ability before being taught by using interview strategy for experimental class and conventional teaching method for control class at the Second Year of SMPN 1 Siak Hulu.

H₀ 2 : There is no significant difference of students' writing ability after being taught by using interview strategy for experimental class and conventional teaching method for control class at the Second Year of SMPN 1 Siak Hulu.

H_a 2 : There is significant difference of students' writing ability after being taught by using interview strategy for experimental class and conventional teaching method for control class at the Second Year of SMPN 1 Siak Hulu.

H₀ 3 : There is no significant difference of using interview strategy toward students' writing ability on descriptive paragraph at the second year of SMPN 1 Siak Hulu.

H_a 3 : There is significant difference of using interview strategy toward students' writing ability on descriptive paragraph at the second year of SMPN 1 Siak Hulu.

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Research Design

The research design of this research was quasi-experimental research. The writer used nonequivalent control group design. Gay says that nonequivalent control group design is like the pretest-posttest control group design. In addition, there is pretest and posttest design approach in the quasi-experimental design that the researcher assigns intact groups the experimental and control treatment.²⁶ The first variable was using interview strategy as the independent variable (X) and the second was the students' writing ability on descriptive paragraph as the dependent variable (Y).

In conducting the research, the writer gave treatment to treatment group by using interview strategy and conventional strategy to the control group. However, the material was given to each group were same. After that the writer took posttest result both of them. In this research, the pretest and posttest were compared in order to determine the effect of using interview strategy toward students' writing ability on descriptive paragraph. The model of research design is illustrated as follows:²⁷

²⁶ L.R Gay and Patter Airasian, *Educational Research Competencies for Analysis and Application Six Ed.* (New jersey : Prentice Hall, Inc, 2000), 395

²⁷ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Ed 3rd*, (Lincoln: Pearson Education International, 2008), p. 313.

Table III.1
The Research Design

Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest

B. The Location and the Time of the Research

This research conducted at SMP Negeri 1 Siak Hulu at Kubang Jaya, Kampar Regency. This research done two months, started on February, 27th until April, 10th, 2013.

C. The Subject and the Object of the Research

Based on the title of the research, the subject of this research was the second year students of SMP Negeri 1 Siak Hulu. Then the object of this research was the effect of using interview strategy toward students' writing ability on descriptive paragraph.

D. The Population and the Sample of the Research

The population of this research was the second year of SMP Negeri 1 Siak Hulu. It had nine classes, Consisted of VIII A until VIII I. the total number of second year of SMP Negeri 1 Siak Hulu was 251 students. It can be seen as follows:

Table III. 2
Distribution of the Research Population and Sample

No	Classes	Population		Total
		Female	Male	
1	VIII A	17	11	28
2	VIII B	18	9	27
3	VIII C	19	10	29
4	VIII D	18	11	29
5	VIII E	17	10	27
6	VIII F	18	11	29
7	VIII G	18	9	27
8	VIII H	19	9	28
9	VIII I	19	8	27
	Total	163	88	251

The number of sample was 54 students from two classes, which was both of them consisted of 27 students. The class VIII I was experimental group and class VIII G was control group. Both classes were selected by using cluster random sampling technique.

E. The Research Procedure

1. Procedures of collecting data for experimental group

In experimental group, there were three procedures for collecting data:

a. Pre-test

Pre-test was given to the students before students were taught by using interview strategy. It was used to measure the students' ability in writing descriptive paragraph before they were taught by using interview strategy.

b. Treatment

In treatment, students were taught by using interview strategy. Teacher gave explanation to the students what descriptive paragraph is, and taught them how to write descriptive paragraph by using interview strategy. For applying interview strategy, teacher asked students to write descriptive paragraph by using interview strategy.

c. Post-test

Post-test was given to the students after applying interview strategy. The result of post-test was compared with pre-test to get the effect of this strategy and to know students' ability in writing descriptive paragraph after taught by using interview strategy.

2. Procedures of collecting data for control group

a. Pre-test

It was given by the teacher before the students were taught by using conventional strategy

b. Teaching by using conventional strategy

Students was given the explanation about descriptive paragraph by the teacher and asked them to write descriptive paragraph.

c. Post-test

Post-test was given to the students after taught by using conventional strategy. It was used to know whether the students were able to write descriptive paragraph or not.

Finally, the result of the pretest and posttest of experimental class were compared. From that result, the writer knew, whether interview strategy could give effect students' writing descriptive paragraph or not.

F. The Technique of Data Collection

The instrument was used to acquire in this research, the writer used test. Test means measuring the knowledge, skill, feelings, intelligence, or aptitude of an individual or group.²⁸ It used to measure the students' writing ability. The test was written test. The form of paragraph was descriptive paragraph. The writer gave test to the students by writing descriptive paragraph. The data of this research were the score of the students' writing ability in writing descriptive paragraph could be measured by using writing assessment used by the English teacher of SMPN 1 Siak Hulu.

²⁸ *Ibid.*, p.630

Table III. 3
Writing Assessment

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Identification b. Description				
3	Vocabulary				
4	Grammatical Features a. Adjectives and Compound adjectives b. Linking verbs c. Attributes has and have d. Simple present tense				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

G. The Reliability and the Validity of the Test

For testing students' writing ability the writer used test to know reliability and validity. Validity is most important characteristics a test or measuring instrument can possess. Clearly validation is a crucial feature of any test. To know the validity of the test, the writer used content validity. Content validity used by the writer in this test, which students asked to write about the topics related to their materials. Thus, validity is specific to the interpretation being made and being tested to the group.

Gay says that reliability is the degree which a test consistently measures whatever it is measuring.²⁹ Supported by Brown says that reliability has to do with accuracy of measurement.³⁰ In obtaining the reliability of test, the writer used inter rater reliability. In this research, the writer used two raters to score the students' writing ability on descriptive paragraph. Brown says that inter rater reliability occurs when two or more scores yield inconsistent scores of the same test, possibly for lack of attention to score criteria, inexperience, inattention or even preconceived biases.³¹ Thus, reliability is expressed numerically, usually as a reliability coefficient obtained by using correlation.

²⁹ L.R Gay and Petter Airasian, *Educational Research Competencies for Analysis and Application Six Ed.* (New jersey : Prentice Hall,Inc, 2000), 169.

³⁰ H. Douglas Brown. *Language Assessment: Principles and Classroom Practices.* (New York: Pearson Education Inc, 2003) ,19-27

³¹ *Ibid.*, p. 21

Table III.4
The rater1 and rater 2 scores of students' writing ability on descriptive paragraph

Student	Rater 1	Rater 2
1	64	60
2	61	63
3	64	65
4	62	60
5	59	59
6	64	68
7	59	63
8	59	63
9	61	65
10	62	66
11	59	53
12	62	66
13	57	61
14	68	63
15	59	63
16	63	68
17	61	66
18	58	60
19	58	61
20	56	55
21	59	57
22	50	54
23	61	65
24	63	67
25	60	64
26	51	57
27	52	61

Based on table above, it can be seen that the scores both rater 1 and rater 2. The score of rater 1 can be correlated to rater 2. To know the reliability of the test, the writer used product moment formula through SPSS 16.0 Version.

Table III. 5
Correlations of Score of Rater1 and Rater2

Correlations		r1	r2
r1	Pearson Correlation	1	.629**
	Sig. (2-tailed)		.000
	N	27	27
r2	Pearson Correlation	.629**	1
	Sig. (2-tailed)	.000	
	N	27	27

**, Correlation is significant at the 0.01 level (2-tailed).

From the output above, it can be seen that r calculation was 0.629, to correlate to r table. Firstly obtained the degree of freedom (df). The df was 52, because df=52 was not found, so the writer took df=60 to be correlated either at level 5% and 1%. At the level 5% r table 0.250 and at level 1% r table 0.325.

r calculation (r_o)	r table (r_t)
0.629	0.250 (5%) 0.325 (1%)

From table above, the writer concluded that (r_o) is higher than (r_t) either at 5% and 1%. Thus, there is a significant correlation between score of rater 1 and rater 2. In other words, the writing test is reliable, because the reliability of writing test is moderate relationship.

H. The Technique of Data Analysis

In analyzing the data of this research, the writer used T-test formula. Gay says that, T-test is used to determine whether two means are significantly different at a selected probability level.³² First, the writer analyzed the data by using independent sample T-test to know whether the result of the research is statically significant or not. The T-obtained value is consulted with the value is consulted with the value T-table at the freedom $(df) = (N_1 + N_2) - 2$. The data analyzed by using SPSS 16.0 Version.

Second, the writer analyzed the data by using paired sample T-test to know whether the significant effect of students' writing ability on descriptive paragraph taught by using interview strategy or not.

Statistically the hypotheses are:

$H_a: t_o > t\text{-table}$

$H_o: t_o < t\text{-table}$

H_a is accepted if $H_a: t_o > t\text{-table}$ or there is a significant effect of using interview strategy toward students' writing ability on descriptive paragraph

H_o is accepted if $H_o: t_o < t\text{-table}$ or there is no significant effect of using interview strategy toward students' writing ability on descriptive paragraph.

³² L.R Gay and Petter Airasian, *Educational Research Competencies for Analysis and Application Six Ed.* (New jersey : Prentice Hall,Inc, 2000), 169.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of the Data

The purposes of the research were to find out significant effect of students' writing ability on descriptive paragraph. The data of the research were the score of the students' pre-test and post-test. Before treatment, the researcher gave pre-test and post-test after that. The writing test was about writing descriptive paragraph evaluated by concerning five components: contents, organization, vocabulary, language features and spelling and punctuation of writing.

The totals of pretest and post test in both classes were significantly different. The total score of pre-test experimental class was 1508, while the highest score was 68 and the lowest was 44. The total score of post-test of experiment class was 1888 while the highest score was 80 and the lowest score was 60. The total score of pre-test control class was 1376, while the highest score was 60 and the lowest was 44. The total score of post-test of control class was 1752 while the highest score was 72 and the lowest score was 60.

B. The Data Presentation

The data of this research were taken from score of pretest and posttest both control and experimental class. The writer gave pretest before giving treatment posttest after giving treatment.

1. Students' Writing Ability on Descriptive Paragraph before being Taught by Using Interview Strategy for Experimental Class and Conventional Teaching Method for Control Class

The data of Students' writing ability for descriptive paragraph before being taught by using interview strategy were got from pretest of VIII I as experimental class and the data of students' writing ability on descriptive paragraph before being taught by using conventional teaching method got from pretest of VIII G as control class that both consisted of 54 students. The description of the data as follows:

Table IV.1
The pretest score of the students' writing ability on descriptive paragraph in
experimental and control class

Students	Pre-test Score	
	Experimental Class	Control Class
1	56	52
2	56	56
3	60	44
4	52	48
5	44	52
6	60	56
7	52	48
8	60	44
9	56	60
10	68	52
11	52	48
12	60	44
13	56	56
14	56	52
15	52	48
16	60	56
17	52	56
18	56	48
19	52	52
20	60	56
21	64	48
22	56	52
23	60	44
24	56	48
25	52	56
26	52	48
27	48	52
Total	1508	1376

From the table above the total score of pre test in experimental group was 1508, the highest score was 68 and the lowest was 44. Meanwhile, the total score of pretest in control class was 1376, the highest score was 60 and the lowest was 44. The frequency of pretest in experimental class and control class can be seen, as follows:

Table IV. 2
The Distribution of Frequency of Students' Pre-test Experimental Class and Control Class

Score of Pre-test of Experimental class	Frequency	Percentage (%)	Score of Pre-test of Control Class	Frequency	Percentage (%)
44	1	3.7%	44	4	14.8%
48	1	3.7%	48	8	29.6%
52	8	29.6%	52	7	25.9%
56	8	29.6%	56	7	25.9%
60	7	25.9%	60	1	3.7%
64	1	3.7%	-	-	-
68	1	3.7%	-	-	-
Total	N= 27	100%	Total	N= 27	100%

Based on table above, it can be seen that in pre-test of experimental class there was 1 student got 44 (3.7%), 1 student got 48 (3.7%), 8 students got 52 (29.6%), 8 students got 56 (29.6%), 7 students got 60 (25.9%), 1 student got 64 (3.7%) and 1 student got 68 (3.7%). The total frequency was 27. While in pretest of control class, there were 4 students who got 44 (14.8%), 8 students got 48 (29.6%), 7 students got 52 (25.9%), 7 students got 56 (25.9%) and 1 student got 60 (3.7%). The total frequency was 27.

2. Students' Writing Ability on Descriptive Paragraph after being Taught by Using Interview Strategy for Experimental Class and Conventional Teaching Method for Control Class

The data of students' writing ability in descriptive paragraph after being taught by using interview strategy for experimental class and the data of students' writing ability in descriptive paragraph after being taught by using conventional teaching method for control class were got from posttest of VIII I as experimental

class and VIII G as control class. The number of sample of this class was 27 students. The data were as follows:

Table IV.3
The Post-test Score of Students' Writing Ability on Descriptive Paragraph in
Experimental and Control Class

Students	Posttest score	
	Experimental Class	Control class
1	72	68
2	72	72
3	72	72
4	68	64
5	72	60
6	80	68
7	68	64
8	72	68
9	72	64
10	80	68
11	60	60
12	72	64
13	72	68
14	72	72
15	68	60
16	76	64
17	72	68
18	68	64
19	68	60
20	64	60
21	68	64
22	64	60
23	64	64
24	68	64
25	72	68
26	64	60
27	68	64
Total	1888	1752

From the table above the total score of post-test of experimental class was 1888, the highest score was 80 and the lowest was 60.

The total score of post-test in control group was 1752, the highest score was 72 and the lowest score was 60. The writer concluded that the students had significant increasing of their writing ability on descriptive paragraph. Supported by the total score and the score of frequency from posttest both of class which was significantly different, as follows:

Table IV. 4
The Distribution of Frequency of Students' Post-test of Experiment and Post-test Score of Control Class

Score of Post-test of Experimental Class	Frequency	Percentage (%)	Score of Post-test of Control Class	Frequency	Percentage (%)
60	1	3.7%	60	7	29.9%
64	4	14.8%	64	10	37%
68	8	29.6%	68	7	25.9%
72	11	40.7%	72	3	11.1%
76	1	3.7%	-	-	-
80	2	7.4%	-	-	-
-	-	-	-	-	-
	N=27	100%		N=27	100%

Based on table above, it can be seen that in post-test of experimental class, there was 1 student who got 60 (3.7%), 4 students got 64 (14.8%), 8 students got 68 (29.6%), 11 students got 72 (40.7%), 1 student got 76 (3.7%) and 2 students got 80 (7.4%). The total frequency was 27. While in post-test of control class there were 7 students who got score 60 (25.9%), 10 students got 64 (37%), 7 students got 68 (25.9%), and 3 students got 72 (11.1%). The total frequency was 27.

3. The Data Presentation of the Effect of Using Interview Strategy toward Students' Writing Ability on Descriptive Paragraph

The description of pre-test and post-test of experimental class and control class was as follows:

Table IV. 5
Students' Pre-test and Post-test of Experimental and Control Class

No	Students	Experiment class		Control class	
		Pretest	Posttest	Pretest	Posttest
1	Students 1	56	72	52	68
2	Students 2	56	72	56	72
3	Students 3	60	72	44	72
4	Students 4	52	68	48	64
5	Students 5	44	72	52	60
6	Students 6	60	80	56	68
7	Students 7	52	68	48	64
8	Students 8	60	72	44	68
9	Students 9	56	72	60	64
10	Students 10	68	80	52	68
11	Students 11	52	60	48	60
12	Students 12	60	72	44	64
13	Students 13	56	72	56	68
14	Students 14	56	72	52	72
15	Students 15	52	68	48	60
16	Students 16	60	76	56	64
17	Students 17	52	72	56	68
18	Students 18	56	68	48	64
19	Students 19	52	68	52	60
20	Students 20	60	64	56	60
21	Students 21	64	68	48	64
22	Students 22	56	64	52	60
23	Students 23	60	64	44	64
24	Students 24	56	68	48	64
25	Students 25	52	72	56	68
26	Students 26	52	64	48	60
27	Students 27	48	68	52	64
	Total	1508	1888	1376	1752
	Mean	55.85	69.92	52.44	64.88

From the table above, it can be seen that there was significant different between pretest and posttest between experimental and control class. To make it clear, it analyzed in the data analysis, as follows:

C. The Data Analysis

1. The Data Analysis of Students' Writing Ability on Descriptive Paragraph before being Taught by Using Interview Strategy for Experimental Class and Conventional Teaching Method for Control Class

The following table was description of the data of students' pre test of experimental class and pre test scores of control class. It was obtained by using result of their writing ability on descriptive paragraph before being taught by using interview strategy and the data of the students' pretest score in control class obtained by the result their writing ability on descriptive paragraph before being taught by using conventional strategy. It can be seen from the independent sample T-test obtained by using SPSS 16.0 as follows:

Table IV.6

The Mean and Standard Deviation of Pre-test Score of Experimental and Control Class

Group Statistics					
group1		N	Mean	Std. Deviation	Std. Error Mean
Preexp and	1	27	55.85	5.021	.966
precnt	2	27	50.96	4.519	.870

From the table above, it can be seen that the mean of pre-test in experimental class was 55.85 and the standard deviation was 5.021. While, mean

of control class was 50.96 and the standard deviation was 4.519. Thus, the mean and the standard deviation of pre test score in control and experimental class were significantly different.

In analyzing the differences between pretest score in experimental and control class, the writer used SPSS 16.0 Version, as follows:

Table IV.7
Independent Sample T-test of Pre-test Score in Experiment and Control Class

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest exp and pretest cntrl	Equal variances assumed	.010	.921	3.761	52	.000	4.889	1.300	2.280	7.498
	Equal variances not assumed			3.761	51.434	.000	4.889	1.300	2.280	7.498

Based on the table above, showed that the t-test result was 3.761, df was 52, significant was 0.000, mean difference was 4.889, standard error was 1.300,

lower differences interval was 2.280 and upper differences interval was 7.498.

Thus, it can be interpreted as follows:

- a. By comparing t_o (t-obtained) with t table in the degree of freedom significance 5% and 1% was 52. Because (df) 52 was not available in T-table, thus the writer took 60. $t_o = 3.761 > t_{table} = 2.00$ (at level 5%) and $t_{table} = 2.65$ (at level 1%). It can be seen that **$2.00 < 3.761 > 2.65$** . It can be concluded that H_a is accepted and H_o is rejected. In other word, there is significant difference between pre-test in experimental class before being taught by using interview strategy and pre-test in control class before being taught by using conventional teaching method.
- b. By orienting number of significance. If probability > 0.05 , null hypothesis (H_o) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted. Because 0.000 is < 0.05 thus (H_a) is accepted.

2. The Data Analysis of Students' Writing Ability on Descriptive Paragraph after being Taught by Using Interview Strategy for Experimental Class and Conventional Teaching Method for Control Class

The following table was description of the data of students' post-test of experimental class after being taught by using interview strategy and post-test scores of control class after being taught by using conventional teaching method. It can be seen from the independent sample T-test obtained by using SPSS 16.0 as follows:

Table IV.8
The Mean and Standard Deviation of Post-test Score of
Experimental and Control Class

Group Statistics				
group1	N	Mean	Std. Deviation	Std. Error Mean
Postexp 1	27	69.93	4.624	.890
2	27	64.89	3.896	.750

Based on the table above, it can be seen that the mean of post-test of experimental class was 69.93 and standard deviation was 4.624. While, the mean of control class post-test was 64.89 and the standard deviation was 3.896. Thus, the mean and the standard deviation of post-test of experimental and control class were significantly different.

In analyzing the differences between posttest score in experimental and control class, the writer used SPSS 16.0 Version, as follows:

Table IV.9
Independent Sample T-test of Post-test Score in Experiment and
Control Class
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	.424	.518	4.329	52	.000	5.037	1.164	2.702	7.372
	Equal variances not assumed			4.329	50.546	.000	5.037	1.164	2.700	7.734

Based on the table above, showed that the t-test result was 4.329, df was 52, significant was 0.000, mean difference was 5.037, standard error was 1.164, lower differences interval was 2.702 and upper differences interval was 7.372. Thus, it can be interpreted as follows:

1. By comparing t_o (t-obtained) with t table in the degree of freedom significance 5% and 1% was 52. Because (df) 52 was not available in T-table, thus the writer took 60. $t_o = 4.329 > t_{table} = 2.00$ (at level 5%) and $t_{table} = 2.65$ (at level 1%). It can be seen that **$2.00 < 4.329 > 2.65$** . It can be concluded that H_a is accepted and H_o is rejected. In other word, there is significant difference between post-test in experimental class after being taught by using interview strategy and post-test in control class after being taught by using conventional teaching method.
2. By orienting number of significance. If probability > 0.05 , null hypothesis (H_o) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted. Because 0.000 is < 0.05 thus (H_a) is accepted.
3. **The Data Analysis of the Effect of Using Interview Strategy toward Students' Writing Ability on Descriptive Paragraph at the Second Year of SMPN 1 Siak Hulu**

To find out the significant effect of using interview strategy toward students' writing ability on descriptive paragraph, the writer used paired sample t-test, obtained by the pre-test of experimental class and post-test of experimental class. The data analyzed by using SPSS 16.0 as follows:

Table IV.10
Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Postexperiment	69.93	27	4.624	.890
Preexperiment	55.85	27	5.021	.966

Based on the table above, the total students from each class were 27 students. The mean of experimental class pre-test was 55.85 and the standard deviation was 5.02. While, the mean of experimental class post-test was 69.93 and the standard deviation was 4.624. Then, the standard error mean of pre-test of experimental class was 0.966 and the standard error mean of post-test of experimental class was 0.890.

Table IV.11

Paired Samples Test

		Paired Differences				T	df	Sig. (2-tailed)	
			Std.	Std. Error	95% Confidence Interval of the Difference				
					Mean				Deviation
Pair 1	postexp – preexperiment	14.074	5.477	1.054	11.908	16.241	13.353	26	.000

Based on the paired sample t-test above, mean was 14.074, standard deviation was 5.477, standard error mean was 1.054, lower difference interval was 11.908, upper difference interval was 16.241, t-test result was 13.353, the degree of freedom (df) was 26 and the significant was 0.000. Thus, the writer interpreted the table as follows:

- a. By comparing t_o to t table from $df = 26$ at level significant of 5% is 2.06 and at level at significant of 1% is 2.78. If t_o (t-obtained) $>$ t table, it means that null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. Meanwhile, if t_o (t-obtained) $<$ t table, it means that alternative hypothesis (H_a) is rejected and null hypothesis (H_o) is accepted.

- b. By orienting number of significance. If probability >0.05 , null hypothesis (H_0) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted.

Based on explanation above, the writer concluded the answer of formulations, as follows:

- a. There is significant difference of students' writing ability on descriptive paragraph before being taught by using interview strategy for experimental class and conventional teaching method for control class at the second year of SMPN 1 Siak Hulu.
- b. There is significant difference of students' writing ability on descriptive paragraph after being taught by using interview strategy for experimental class and conventional teaching method for control class at the second year of SMPN 1 Siak Hulu.
- c. There is significant effect of using interview strategy toward students' writing ability on descriptive paragraph at the second year of SMPN 1 Siak Hulu.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained at chapter IV, finally, the writer concludes the conclusion as follows:

1. There is significant difference of students' writing ability on descriptive paragraph before being taught by using interview strategy for experimental class and conventional teaching method for control class at the second year of SMPN 1 Siak Hulu. It can be seen from the result of data calculation ($2.00 < 3.761 > 2.65$).
2. There is significant difference of students' writing ability on descriptive paragraph after being taught by using interview strategy for experimental class and conventional teaching method for control class at the second year of SMPN 1 Siak Hulu. It can be seen from the result of data calculation ($2.00 < 4.329 > 2.65$).
3. There is significant effect of using interview strategy toward students' writing ability on descriptive paragraph at the second year of SMPN 1 Siak Hulu. It can be seen the result of data calculation ($2.06 < 13.353 > 2.78$).

B. Suggestion

From the conclusion of the research above, it is known that using interview strategy can give significant effect toward students' writing ability on

descriptive paragraph. Because of that, interview strategy can be one of the choices for English teacher in order to help students in writing skill.

Based on the research findings, the writer would like to give some suggestion for teacher and students.

1. Suggestion for teacher

- a. It is recommended to English teacher to use Interview strategy in teaching and learning especially in writing subject.
- b. The teacher must support her strategies by using interesting media.
- c. The teacher must give more chance to the students to apply English in learning English.
- d. The teacher must encourage students' awareness about the importance of learning English.
- e. The teacher must guide students to construct creative learning for students.

2. Suggestion for students

- a. The students must pay attention to the lesson explained by the teacher.
- b. The students must rehearse their writing ability not only in the class but also out of the class to improve their writing ability.

3. Suggestion for Other Researchers

- a. The researcher expected to find the new technique, strategy, method, and approaches to make students more joyful in learning English.

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EXPERIMENTAL CLASS PRETEST SCORE OF WRITING DESCRIPTIVE PARAGRAPH

Students	Aspects of Writing					Total	Score
	Content	Organization	Vocabulary	Grammatical features	Spelling and punctuation		
1	4	3	3	3	3	16	64
2	3	3	3	2	2	13	52
3	3	3	3	3	3	15	60
4	3	3	3	2	2	13	52
5	3	2	2	2	2	11	44
6	4	3	3	4	2	16	64
7	4	3	3	3	3	16	64
8	3	3	3	3	3	15	60
9	4	3	3	3	3	16	64
10	4	4	3	3	3	17	68
11	3	3	3	3	3	15	60
12	3	3	3	3	3	15	60
13	3	2	3	2	2	12	48
14	3	3	3	3	3	15	60
15	3	3	3	3	3	15	60
16	4	4	3	3	2	16	64
17	3	2	2	2	2	11	44
18	3	3	3	2	2	13	52
19	3	3	3	2	2	13	52
20	4	3	3	3	3	16	64
21	4	4	3	3	3	17	68
22	3	3	3	3	2	14	56
23	3	3	3	3	3	15	60
24	3	3	3	3	3	15	60
25	3	3	3	2	2	13	52
26	4	3	3	3	3	16	64
27	3	2	3	2	2	12	48
Total	90	80	79	73	69	391	1564
Average	3.33	2.96	2.92	2.70	2.55	14.48	57.92

Pekanbaru, April 12, 2013

Rater I

Yasir Amri, M.Pd

EXPERIMENTAL CLASS POSTTEST SCORE OF WRITING DESCRIPTIVE PARAGRAPH

Student s	Aspects of Writing					Total	Score
	Content	Organization	Vocabulary	Grammatical features	Spelling and punctuation		
1	4	4	4	3	3	18	72
2	4	4	4	3	3	18	72
3	4	4	4	4	4	20	80
4	4	4	4	3	3	18	72
5	4	4	4	4	4	20	80
6	4	4	4	4	4	20	80
7	4	4	3	3	3	17	68
8	4	4	4	4	3	19	76
9	4	4	4	3	3	18	72
10	4	4	4	4	4	20	80
11	4	4	4	3	4	19	76
12	4	4	4	4	4	20	80
13	4	3	4	4	4	19	76
14	4	4	4	4	4	20	80
15	4	3	4	3	4	18	72
16	4	4	4	4	4	20	80
17	4	4	4	3	4	19	76
18	4	4	4	3	3	18	72
19	4	4	4	3	4	19	76
20	4	4	4	3	4	19	76
21	4	4	4	3	4	19	76
22	3	3	3	3	2	14	56
23	4	4	4	3	4	19	76
24	4	4	4	3	4	19	76
25	4	4	4	3	4	19	76
26	4	3	3	3	3	16	64
27	3	3	3	3	3	15	60
Total	106	103	104	90	97	500	2000
Average	3.92	3.81	3.85	3.33	3.59	18.51	74.07

Pekanbaru, April 12, 2013

Rater I

Yasir Amri, M.Pd

CONTROL CLASS PRETEST SCORE OF WRITING DESCRIPTIVE PARAGRAPH

Student s	Aspects of Writing					Total	Score
	Content	Organization	Vocabulary	Grammatical features	Spelling and punctuation		
1	3	2	2	2	2	11	44
2	3	3	3	3	3	15	60
3	2	2	2	2	3	11	44
4	2	2	2	3	3	12	48
5	2	2	2	3	2	11	44
6	4	3	3	3	3	16	64
7	3	3	2	2	2	12	48
8	2	2	2	2	3	11	44
9	3	3	3	3	3	15	60
10	3	3	3	3	3	15	60
11	3	3	2	2	2	12	48
12	2	2	2	3	2	11	44
13	3	3	3	3	3	15	60
14	2	2	2	2	2	10	40
15	3	3	2	2	2	12	48
16	4	4	3	3	2	16	64
17	3	3	3	3	2	14	56
18	3	3	2	2	2	12	48
19	3	3	3	2	2	13	52
20	3	3	3	2	2	13	52
21	3	3	2	2	2	12	48
22	3	3	3	3	3	15	60
23	3	2	2	2	2	11	44
24	2	2	2	3	3	12	48
25	3	3	3	2	2	13	52
26	3	3	3	3	2	14	56
27	3	3	3	3	3	15	60
Total	76	73	67	68	65	349	1396
Average	2.81	2.70	2.48	2.51	2.40	12.92	51.70

Pekanbaru, April 12, 2013

Rater I

Yasir Amri, M.Pd

CONTROL CLASS POSTTEST SCORE OF WRITING DESCRIPTIVE PARAGRAPH

Student s	Aspects of Writing					Total	Score
	Content	Organization	Vocabulary	Grammatical features	Spelling and punctuation		
1	4	3	3	3	3	16	64
2	4	3	4	3	3	17	68
3	4	3	3	3	3	16	64
4	4	3	3	3	3	16	64
5	4	3	3	3	2	15	60
6	4	3	3	3	3	16	64
7	3	3	3	3	3	15	60
8	4	3	3	3	3	16	64
9	3	3	3	3	2	14	56
10	3	3	3	3	3	15	60
11	3	3	3	3	3	15	60
12	3	3	3	3	3	15	60
13	3	3	3	3	3	15	60
14	4	4	4	3	3	18	72
15	3	3	3	3	2	14	56
16	3	3	3	3	3	15	60
17	4	3	3	3	2	15	60
18	3	3	3	3	3	15	60
19	3	3	3	2	2	13	52
20	3	3	3	3	3	15	60
21	3	3	3	3	3	15	60
22	2	2	2	2	2	10	40
23	3	3	3	3	3	15	60
24	3	3	3	3	3	15	60
25	4	3	3	3	3	16	64
26	3	3	3	2	2	13	52
27	4	3	3	3	2	15	60
Total	91	81	82	78	73	405	1620
Average	3.37	3.00	3.04	2.89	2.70	15.00	60.00

Pekanbaru, April 12, 2013

Rater I

Yasir Amri, M.Pd

EXPERIMENTAL CLASS PRETEST SCORE OF WRITING DESCRIPTIVE PARAGRAPH

Student s	Aspects of Writing					Total	Score
	Content	Organization	Vocabulary	Grammatical features	Spelling and punctuation		
1	3	3	2	2	2	12	48
2	3	3	3	3	3	15	60
3	3	3	3	3	3	15	60
4	3	2	2	3	3	13	52
5	2	2	2	2	3	11	44
6	2	2	2	2	2	10	40
7	2	2	2	2	2	10	40
8	3	3	3	3	3	15	60
9	2	2	3	3	2	12	48
10	4	4	3	3	3	17	68
11	3	2	2	2	2	11	44
12	3	3	3	3	3	15	60
13	4	3	3	3	3	16	64
14	3	3	3	2	2	13	52
15	3	2	2	2	2	11	44
16	4	3	2	2	3	14	56
17	3	3	3	3	3	15	60
18	3	3	3	3	3	15	60
19	3	3	3	2	2	13	52
20	3	3	3	3	2	14	56
21	3	3	3	3	3	15	60
22	3	3	3	3	2	14	56
23	3	3	3	3	3	15	60
24	3	3	3	2	2	13	52
25	3	3	2	3	2	13	52
26	2	2	2	2	2	10	40
27	3	3	2	2	2	12	48
Total	79	74	70	69	67	359	1436
Average	2.92	2.74	2.59	2.55	2.48	13.29	53.18

Pekanbaru, April 15, 2013

Rater II

Kurnia Budi Yanti, M.Pd

EXPERIMENTAL CLASS POSTTEST SCORE OF WRITING DESCRIPTIVE PARAGRAPH

Student s	Aspects of Writing					Total	Score
	Content	Organization	Vocabulary	Grammatical features	Spelling and punctuation		
1	4	4	3	4	3	18	72
2	4	4	4	3	3	18	72
3	4	3	3	3	3	16	64
4	3	4	3	3	3	16	64
5	4	3	3	3	3	16	64
6	4	4	4	4	4	20	80
7	4	4	3	3	3	17	68
8	4	4	3	3	3	17	68
9	4	3	4	4	3	18	72
10	4	4	4	4	4	20	80
11	3	2	2	2	2	11	44
12	4	3	3	3	3	16	64
13	4	4	3	3	3	17	68
14	4	3	3	3	3	16	64
15	3	4	3	3	3	16	64
16	4	4	4	4	3	19	76
17	4	3	4	3	3	17	68
18	4	3	3	3	3	16	64
19	3	3	3	3	3	15	60
20	4	4	4	3	3	18	72
21	3	3	3	3	3	15	60
22	4	4	4	3	3	18	72
23	4	4	3	3	3	17	68
24	3	3	3	3	3	15	60
25	4	4	3	3	3	17	68
26	4	3	3	3	3	16	64
27	4	4	4	4	3	19	76
Total	102	95	89	86	82	454	1816
Average	3.78	3.51	3.29	3.18	3.03	16.81	67.25

Pekanbaru, April 15, 2013

Rater II

Kurnia Budi Yanti, M.Pd

CONTROL CLASS PRETEST SCORE OF WRITING DESCRIPTIVE PARAGRAPH

Student s	Aspects of Writing					Total	Score
	Content	Organization	Vocabulary	Grammatical features	Spelling and punctuation		
1	3	3	3	3	3	15	60
2	3	3	3	2	2	13	52
3	3	2	2	2	2	11	44
4	3	2	2	2	3	12	48
5	3	3	3	3	3	15	60
6	3	2	3	2	2	12	48
7	3	3	2	2	2	12	48
8	3	2	2	2	2	11	44
9	3	3	3	3	3	15	60
10	3	2	2	2	2	11	44
11	3	3	2	2	2	12	48
12	3	2	2	2	2	11	44
13	3	3	3	2	2	13	52
14	4	3	3	3	2	15	60
15	3	3	2	2	2	12	48
16	3	2	2	2	3	12	48
17	4	3	3	3	2	15	60
18	3	2	3	2	2	12	48
19	3	3	3	2	2	13	52
20	3	3	3	3	3	15	60
21	3	3	2	2	2	12	48
22	3	2	2	2	2	11	44
23	3	2	2	2	2	11	44
24	2	2	3	3	2	12	48
25	3	3	3	3	3	15	60
26	2	2	2	2	2	10	40
27	3	2	2	2	2	11	44
Total	81	68	67	62	61	339	1356
Average	3.00	2.51	2.48	2.29	2.25	12.55	50.22

Pekanbaru, April 15, 2013

Rater II

Kurnia Budi Yanti, M.Pd

CONTROL CLASS POSTTEST SCORE OF WRITING DESCRIPTIVE PARAGRAPH

Student s	Aspects of Writing					Total	Score
	Content	Organization	Vocabulary	Grammatical features	Spelling and punctuation		
1	4	4	4	3	3	18	72
2	4	4	4	4	3	19	76
3	4	4	4	4	3	19	76
4	4	3	3	3	3	16	64
5	3	3	3	3	3	15	60
6	4	4	4	3	3	18	72
7	4	3	3	3	3	16	64
8	4	4	4	3	3	18	72
9	4	3	3	3	3	16	64
10	4	4	4	4	3	19	76
11	3	3	3	3	3	15	60
12	4	3	3	3	3	16	64
13	4	4	4	4	3	19	76
14	4	4	4	4	3	19	76
15	4	3	3	3	3	16	64
16	4	4	3	3	3	17	68
17	4	4	4	4	3	19	76
18	4	4	3	3	3	17	68
19	4	3	4	3	3	17	68
20	3	3	3	3	3	15	60
21	4	3	3	4	3	17	68
22	3	3	3	3	3	15	60
23	4	3	4	3	3	17	68
24	4	4	3	3	3	17	68
25	4	4	4	3	3	18	72
26	4	4	3	3	3	17	68
27	4	4	3	3	3	17	68
Total	104	96	93	88	81	462	1848
Average	3.85	3.56	3.44	3.26	3	17.11	68.44

Pekanbaru, April 15, 2013

Rater II

Kurnia Budi Yanti, M.Pd

LESSON PLAN

School : SMPN 1 Siak Hulu
Subject : English Lesson (Writing)
Subtopic : Descriptive Paragraph
Class/ Semester : VIII I / 1
Meeting : 1
Time Allocated : 2 x 40 Minutes

I. Standard Competence

Expressing meaning in the short functional text and simple written essay formed in descriptive and recount to interact with environment.

II. Basic Competence

- A. Expressing meaning in the short functional text in simple written essay accurately, fluently, and acceptably to interact with environment.
- B. Expressing the meaning and rhetorical stages in the simple written essay accurately, fluently and acceptably to interact with environment in form descriptive and recount.

III. Indicators

- A. To use identification in descriptive paragraph
- B. To use description in descriptive paragraph
- C. To use present tense in descriptive paragraph
- D. To use adjectives in descriptive paragraph
- E. To use adverbs in descriptive paragraph

IV. The Goals

- A. Students are able to use identification in descriptive paragraph

- B. Students are able to use description in descriptive paragraph
- C. Students are able to use present tense in descriptive paragraph
- D. Students are able to use adjectives in descriptive paragraph
- E. Students are able to use adverbs in descriptive paragraph

V. Main Materials / Learning Material

A. Definition of Descriptive paragraph

Descriptive paragraph is a paragraph which describes about object, place or person.

B. The Generic Structure

- 1. Identification: identifies an object to be described
- 2. Description: describes parts, qualities and characteristics

C. Language Feature

- 1. Using simple present tense
- 2. Using adjectives
- 3. Using adverbs
- 4. Using specific participant

VII. Method of Learning: Interview Strategy

VIII. The Steps of Activity

- 1. Pre-activity
 - a. Teacher together with the students review the aspect of Descriptive paragraph includes the purpose, the organization and the language use.
 - b. Teacher tells the class that they are going to write descriptive paragraph about my garden.

- c. Teacher explains some vocabularies related to the topic.

2. Whilst

- a. Teacher gives explanation about interview strategy
- b. Teacher asks students to do interview with his/her friends.
- c. Teacher gives a topic to students.
- d. Teacher hands out answer sheets.
- e. Teacher asks students to make up questions related to the topic.
- f. Teacher asks students to ask questions to his or her partner listen to answers and take note.
- g. After doing the interview, teacher asks students to change the role, the interviewer is now interviewed and do the same steps above.
- h. After all students do the interview, teacher asks students to make report of the information based on the students gathered for other student.

3. Post-activity

- a. Students collect their writing in the form of descriptive paragraph
- b. Teacher asks students about their difficulties during learning.

IX. Resources

- 1. Let's Talk Grade VIII
- 2. [Www. Wikipedia.org](http://www.Wikipedia.org)

X. Assessment

- a. Technique : Written test
- b. Instrument

1. Please write descriptive paragraph including the generic structures and language features of descriptive paragraph under the title; my garden.
2. Time allocated is 40 minutes.

c. Assessment :

ASSESSMENT ASPECTS OF DESCRIPTIVE PARAGRAPH

Name: _____ Class: _____

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization c. Identification d. Description				
3	Vocabulary				
4	Grammatical Features e. Simple present tense f. Adjectives g. Adverbs h. Specific participant				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

- 1 = incompetent
- 2 = competent enough
- 3 = competent
- 4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

XI. The Key Answer

My Garden

Identification:

I have garden at my home. My garden is beautiful.

Description:

My garden is big. It is about 5 M. many plants are in my garden such as, flowers, trees, grass and so on. I like to water my plants every morning and every evening. I plant flowers at my garden such as, roses, jasmines, and orchid. My favorite flower is orchid. And also I plant trees at my garden such as, papayas, guava and so on.

LESSON PLAN

School : SMPN 1 Siak Hulu
Subject : English Lesson (Writing)
Subtopic : Descriptive Paragraph
Class/ Semester : VIII I / 1
Meeting : 2
Time Allocated : 2 x 40 Minutes

I. Standard Competence

Expressing meaning in the short functional text and simple written essay formed in descriptive and recount to interact with environment.

II. Basic Competence

- A. Expressing meaning in the short functional text in simple written essay accurately, fluently, and acceptably to interact with environment.
- B. Expressing the meaning and rhetorical stages in the simple written essay accurately, fluently and acceptably to interact with environment in form descriptive and recount.

III. Indicators

- A. To use identification in descriptive paragraph
- B. To use description in descriptive paragraph
- C. To use present tense in descriptive paragraph
- D. To use adjectives in descriptive paragraph
- E. To use adverbs in descriptive paragraph

IV. The Goals

- A. Students are able to use identification in descriptive paragraph

- B. Students are able to use description in descriptive paragraph
- C. Students are able to use present tense in descriptive paragraph
- D. Students are able to use adjectives in descriptive paragraph
- E. Students are able to use adverbs in descriptive paragraph

V. The Value of Character Education

- A. Creative
- B. Self Confident
- C. Careful

VI. Main Materials / Learning Material

A. Definition of Descriptive paragraph

Descriptive paragraph is a paragraph which describes about object, place or person.

B. The Generic Structure

- 1. Identification: identifies an object to be described
- 2. Description: describes parts, qualities and characteristics

C. Language Feature

- 1. Using simple present tense
- 2. Using adjectives
- 3. Using adverbs
- 4. Using specific participant

VII. Main Materials / Learning Material

A. Definition of Descriptive paragraph

Descriptive paragraph is a paragraph which describes about object, place or person.

B. The Generic Structure

1. Identification: identifies an object to be described
2. Description: describes parts, qualities and characteristics

C. Language Feature

1. Using simple present tense
2. Using adjectives
3. Using adverbs
4. Using specific participant

XI. Method of Learning: Interview Strategy

XII. The Steps of Activity

1. Pre-activity
 - a. Teacher together with the students review the aspect of Descriptive paragraph includes the purpose, the organization and the language use.
 - b. Teacher tells the class that they are going to write descriptive paragraph about tukul arwana.
 - c. Teacher explains some vocabularies related to the topic.
2. Whilst
 - a. Teacher gives explanation about interview strategy
 - b. Teacher asks students to do interview with his/her friends.
 - c. Teacher gives a topic to students.
 - d. Teacher hands out answer sheets.

- e. Teacher asks students to make up questions related to the topic.
 - f. Teacher asks students to ask questions to his or her partner listen to answers and take note.
 - g. After doing the interview, teacher asks students to change the role, the interviewer is now interviewed and do the same steps above.
 - h. After all students do the interview, teacher asks students to make report of the information based on the students gathered for other student.
3. Post-activity
- a. Students collect their writing in the form of descriptive paragraph
 - b. Teacher asks students about their difficulties during learning.

XIII. Resources

- 3. Let's Talk Grade VIII
- 4. [www. Wikipedia.org](http://www.Wikipedia.org)

XIV. Assessment

- d. Technique : Written test
- e. Instrument
 - 1. Please write descriptive paragraph including the generic structures and language features of descriptive paragraph under the title; Tukul Arwana.
 - 2. Time allocated is 40 minutes.
- f. Assessment :

ASSESSMENT ASPECTS OF DESCRIPTIVE PARAGRAPH

Name: _____

Class: _____

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization e. Identification f. Description				
3	Vocabulary				
4	Grammatical Features i. Simple present tense j. Adjectives k. Adverbs l. Specific participant				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

XII. The Key Answer

Tukul Arwana

Identification:

Tukul arwana is one of famous artist in Indonesia. Tukul arwana is famous because his talent and his unique face.

Description:

Tukul arwana is a famous comedian in Indonesia. He is funny and very entertaining everyone. He is a unique person, because he can give funny jokes and he can make people be happy and always entertain everyone. And everybody knows him with another name is that Renaldi. Tukul has a funny face with a little mustache, it seems like catfish. Then, his head is like square. And his lips is thick.

Tukul was born in Semarang, Central Java. When he was young, he often appeared on stage during celebrations of Indonesia's Independence Day. He also worked as driver. A friend, Joko Dewo, persuaded him to move to Jakarta, and initially supported him financially. Tukul then married a woman named Susi, with whom he had a daughter, Vita.

Tukul began working on the radio, where he met other Indonesian comedians. The turning point in his career was when he starred with child star Joshua in a music video. He then moved to television and hosted programs for TPI and Indosiar. He is now best known for the chatshow *Empat Mata*.

LESSON PLAN

School : SMPN 1 Siak Hulu

Subject : English Lesson (Writing)

Subtopic : Descriptive Paragraph

Class/ Semester : VIII I / 1

Meeting : 3

Time Allocated : 2 x 40 Minutes

I. Standard Competence

Expressing meaning in the short functional text and simple written essay formed in descriptive and recount to interact with environment.

II. Basic Competence

- A. Expressing meaning in the short functional text in simple written essay accurately, fluently, and acceptably to interact with environment.
- B. Expressing the meaning and rhetorical stages in the simple written essay accurately, fluently and acceptably to interact with environment in form descriptive and recount.

III. Indicators

- A. To use identification in descriptive paragraph
- B. To use description in descriptive paragraph
- C. To use present tense in descriptive paragraph
- D. To use adjectives in descriptive paragraph
- E. To use adverbs in descriptive paragraph

IV. The Goals

- A. Students are able to use identification in descriptive paragraph
- B. Students are able to use description in descriptive paragraph
- C. Students are able to use present tense in descriptive paragraph

D. Students are able to use adjectives in descriptive paragraph

E. Students are able to use adverbs in descriptive paragraph

V. The Value of Character Education

A. Creative

B. Self Confident

C. Careful

VI. Main Materials / Learning Material

A. Definition of Descriptive paragraph

Descriptive paragraph is a paragraph which describes about object, place or person.

B. The Generic Structure

1. Identification: identifies an object to be described

2. Description: describes parts, qualities and characteristics

C. Language Feature

1. Using simple present tense

2. Using adjectives

3. Using adverbs

4. Using specific participant

VII. Method of Learning: Interview Strategy

VIII. The Steps of Activity

1. Pre-activity

a. Teacher together with the students review the aspect of Descriptive paragraph includes the purpose, the organization and the language use.

- b. Teacher tells the class that they are going to write descriptive paragraph about danau buatan.
 - c. Teacher explains some vocabularies related to the topic.
- 2. Whilst
 - a. Teacher gives explanation about interview strategy
 - b. Teacher asks students to do interview with his/her friends.
 - c. Teacher gives a topic to students.
 - d. Teacher hands out answer sheets.
 - e. Teacher asks students to make up questions related to the topic.
 - f. Teacher asks students to ask questions to his or her partner listen to answers and take note.
 - g. After doing the interview, teacher asks students to change the role, the interviewer is now interviewed and do the same steps above.
 - h. After all students do the interview, teacher asks students to make report of the information based on the students gathered for other student.
- 3. Post-activity
 - a. Students collect their writing in the form of descriptive paragraph
 - b. Teacher asks students about their difficulties during learning.

IX. Resources

- 1. Let's Talk Grade VIII
- 2. Wwww. Wikipedia.org

X. Assessment

- g. Technique : Written test

h. Instrument

1. Please write descriptive paragraph including the generic structures and language features of descriptive paragraph under the title; *danau buatan*.
2. Time allocated is 40 minutes.

i. Assessment :

ASSESSMENT ASPECTS OF DESCRIPTIVE PARAGRAPH

Name: _____ Class: _____

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization g. Identification h. Description				
3	Vocabulary				
4	Grammatical Features m. Simple present tense n. Adjectives o. Adverbs p. Specific participant				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

- 1 = incompetent
- 2 = competent enough
- 3 = competent
- 4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

XI. The Key Answer

Danau Buatan

Identification:

One of tourism in Pekanbaru is danau buatan. This place is crowded especially when holiday comes.

Description:

Danau buatan is located in Rumbai. This place is always visited by people in holiday. Actually, Danau Buatan opens every day, but, most people visits this place in holiday. In Danau buatan we can find river, trees and play ground. Danau buatan has water spot like duck booth. Duck booth is one of favorite spot in danau buatan. Besides that, many people sell food, snack and toys. Unfortunately, many visitors still don't realize to keep cleaning. So that we can find rubbish everywhere.

LESSON PLAN

School : SMPN 1 Siak Hulu
Subject : English Lesson (Writing)
Subtopic : Descriptive Paragraph
Class/ Semester : VIII I / 1
Meeting : 4
Time Allocated : 2 x 40 Minutes

I. Standard Competence

Expressing meaning in the short functional text and simple written essay formed in descriptive and recount to interact with environment.

II. Basic Competence

- A. Expressing meaning in the short functional text in simple written essay accurately, fluently, and acceptably to interact with environment.
- B. Expressing the meaning and rhetorical stages in the simple written essay accurately, fluently and acceptably to interact with environment in form descriptive and recount.

III. Indicators

- A. To use identification in descriptive paragraph
- B. To use description in descriptive paragraph
- C. To use present tense in descriptive paragraph
- D. To use adjectives in descriptive paragraph
- E. To use adverbs in descriptive paragraph

IV. The Goals

- A. Students are able to use identification in descriptive paragraph

- B. Students are able to use description in descriptive paragraph
- C. Students are able to use present tense in descriptive paragraph
- D. Students are able to use adjectives in descriptive paragraph
- E. Students are able to use adverbs in descriptive paragraph

V. Main Materials / Learning Material

A. Definition of Descriptive paragraph

Descriptive paragraph is a paragraph which describes about object, place or person.

B. The Generic Structure

- 1. Identification: identifies an object to be described
- 2. Description: describes parts, qualities and characteristics

C. Language Feature

- 5. Using simple present tense
- 1. Using adjectives
- 2. Using adverbs
- 3. Using specific participant

VI. The Value of Character Education

- A. Creative
- B. Self Confident
- C. Careful

VII. Method of Learning: Interview Strategy

VIII. The Steps of Activity

- 1. Pre-activity

- a. Teacher together with the students review the aspect of Descriptive paragraph includes the purpose, the organization and the language use.
 - b. Teacher tells the class that they are going to write descriptive paragraph about bicycle.
 - c. Teacher explains some vocabularies related to the topic.
2. Whilst
- a. Teacher gives explanation about interview strategy
 - b. Teacher asks students to do interview with his/her friends.
 - c. Teacher gives a topic to students.
 - d. Teacher hands out answer sheets.
 - e. Teacher asks students to make up questions related to the topic.
 - f. Teacher asks students to ask questions to his or her partner listen to answers and take note.
 - g. After doing the interview, teacher asks students to change the role, the interviewer is now interviewed and do the same steps above.
 - h. After all students do the interview, teacher asks students to make report of the information based on the students gathered for other student.
3. Post-activity
- a. Students collect their writing in the form of descriptive paragraph
 - b. Teacher asks students about their difficulties during learning.

IX. Resources

- 1. Let's Talk Grade VIII
- 2. [Www. Wikipedia.org](http://www.Wikipedia.org)

X. Assessment

j. Technique : Written test

k. Instrument

1. Please write descriptive paragraph including the generic structures and language features of descriptive paragraph under the title; bicycle

2. Time allocated is 80 minutes.

1. Assessment :

ASSESSMENT ASPECTS OF DESCRIPTIVE PARAGRAPH

Name: _____ Class: _____

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization				
	i. Identification j. Description				
3	Vocabulary				
4	Grammatical Features				
	q. Simple present tense				
	r. Adjectives				
	s. Adverbs				
5	t. Specific participant				
	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

XIII. The Key Answer

The Bicycle

Identification:

Bicycle is a vehicle used by people, besides motorcycle and car.

Description:

Bicycle has two wheels, chain, handlebars, and brakes. Bicycle is used also for sports. Bicycle is good vehicle because it is not using gasoline for driving. It can save money and also can help us to reduce pollution. Bicycle is not only used by adults but also used by children. By driving bicycle, it can make fresh air and makes our body healthy. The bicycle is extraordinarily efficient in both biological and mechanical terms. The bicycle is the most efficient human-powered means of transportation in terms of energy a person must expend to travel a given distance.

From a mechanical viewpoint, up to 99% of the energy delivered by the rider into the pedals is transmitted to the wheels, although the use of gearing mechanisms may reduce this by 10–15%. In terms of the ratio of cargo weight a bicycle can carry to total weight, it is also an efficient means of cargo transportation. A human traveling on a bicycle at low to medium speeds of around 10–15 mph (16–24 km/h) uses only the energy required to walk. Air drag, which is proportional to the square of speed, requires dramatically higher power outputs as speeds increase.

If the rider is sitting upright, the rider's body creates about 75% of the total drag of the bicycle/rider combination. Drag can be reduced by seating the rider in a more aerodynamically streamlined position. Drag can also be reduced by covering the bicycle with an aerodynamic fairing. In addition, the carbon dioxide generated in the production and transportation of the food required by the bicyclist, per mile traveled, is less than 1/10 that generated by energy efficient cars.

LESSON PLAN

School	: SMPN 1 Siak Hulu
Subject	: English Lesson (Writing)
Subtopic	: Descriptive Paragraph
Class/ Semester	: VIII I / 1
Meeting	: 5
Time Allocated	: 2 x 40 Minutes

I. Standard Competence

Expressing meaning in the short functional text and simple written essay formed in descriptive and recount to interact with environment.

II. Basic Competence

- A. Expressing meaning in the short functional text in simple written essay accurately, fluently, and acceptably to interact with environment.
- B. Expressing the meaning and rhetorical stages in the simple written essay accurately, fluently and acceptably to interact with environment in form descriptive and recount.

III. Indicators

- A. To use identification in descriptive paragraph
- B. To use description in descriptive paragraph
- C. To use present tense in descriptive paragraph
- D. To use adjectives in descriptive paragraph
- E. To use adverbs in descriptive paragraph

IV. The Goals

- A. Students are able to use identification in descriptive paragraph
- B. Students are able to use description in descriptive paragraph
- C. Students are able to use present tense in descriptive paragraph
- D. Students are able to use adjectives in descriptive paragraph
- E. Students are able to use adverbs in descriptive paragraph

V. The Value of Character Education

- A. Creative
- B. Self Confident
- C. Careful

VI. Main Materials / Learning Material

A. Definition of Descriptive paragraph

Descriptive paragraph is a paragraph which describes about object, place or person.

B. The Generic Structure

- 1. Identification: identifies an object to be described
- 2. Description: describes parts, qualities and characteristics

C. Language Feature

- 1. Using simple present tense
- 2. Using adjectives
- 3. Using adverbs
- 4. Using specific participant

VII. Method of Learning: Interview Strategy

VIII. The Steps of Activity

1. Pre-activity
 - a. Teacher together with the students review the aspect of Descriptive paragraph includes the purpose, the organization and the language use.
 - b. Teacher tells the class that they are going to write descriptive paragraph about coconut tree.
 - c. Teacher explains some vocabularies related to the topic.
2. Whilst
 - a. Teacher gives explanation about interview strategy
 - b. Teacher asks students to do interview with his/her friends.
 - c. Teacher gives a topic to students.
 - d. Teacher hands out answer sheets.
 - e. Teacher asks students to make up questions related to the topic.
 - f. Teacher asks students to ask questions to his or her partner listen to answers and take note.
 - g. After doing the interview, teacher asks students to change the role, the interviewer is now interviewed and do the same steps above.
 - h. After all students do the interview, teacher asks students to make report of the information based on the students gathered for other student.
3. Post-activity
 - a. Students collect their writing in the form of descriptive paragraph
 - b. Teacher asks students about their difficulties during learning.

IX. Resources

1. Let's Talk Grade VIII

2. [www. Wikipedia.org](http://www.Wikipedia.org)

X. Assessment

a. Technique : Written test

b. Instrument

1. Please write descriptive paragraph including the generic structures and language features of descriptive paragraph under the title; coconut tree.

2. Time allocated is 40 minutes.

c. Assessment :

ASSESSMENT ASPECTS OF DESCRIPTIVE PARAGRAPH

Name: _____ Class: _____

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization k. Identification l. Description				
3	Vocabulary				
4	Grammatical Features u. Simple present tense v. Adjectives w. Adverbs x. Specific participant				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

XIV. The Key Answer

Coconut Tree

Identification:

Coconut tree is plant. Coconut tree is easily found because it is very tall than other plant.

Description:

Coconut tree is tall. It has many fruits and this plant has no branch. Coconut is different from any other fruits because they contain a large quantity of water and when immature they are known as tender-nuts or jelly-nuts and may be harvested for drinking. Young coconut's color is green and ripe coconut's color is brown.

Coconut is great plant. The oil and milk derived from it are commonly used in cooking and frying; coconut oil is also widely used in soaps and cosmetics. The clear liquid coconut water within is a refreshing drink. The husks and leaves can be used as material to make a variety of products for furnishing and decorating. It also has cultural and religious significance in many societies that use it.

LESSON PLAN

School : SMPN 1 Siak Hulu
Subject : English Lesson (Writing)
Subtopic : Descriptive Paragraph
Class/ Semester : VIII I / 1
Meeting : 6
Time Allocated : 2 x 40 Minutes

I. Standard Competence

Expressing meaning in the short functional text and simple written essay formed in descriptive and recount to interact with environment.

II. Basic Competence

- A. Expressing meaning in the short functional text in simple written essay accurately, fluently, and acceptably to interact with environment.
- B. Expressing the meaning and rhetorical stages in the simple written essay accurately, fluently and acceptably to interact with environment in form descriptive and recount.

III. Indicators

- A. To use identification in descriptive paragraph
- B. To use description in descriptive paragraph
- C. To use present tense in descriptive paragraph
- D. To use adjectives in descriptive paragraph
- E. To use adverbs in descriptive paragraph

IV. The Goals

- A. Students are able to use identification in descriptive paragraph
- B. Students are able to use description in descriptive paragraph
- C. Students are able to use present tense in descriptive paragraph
- D. Students are able to use adjectives in descriptive paragraph
- E. Students are able to use adverbs in descriptive paragraph

V. Main Materials / Learning Material

A. Definition of Descriptive paragraph

Descriptive paragraph is a paragraph which describes about object, place or person.

B. The Generic Structure

- 1. Identification: identifies an object to be described
 - 2. Description: describes parts, qualities and characteristics

C. Language Feature

- 1. Using simple present tense
 - 2. Using adjectives
 - 3. Using adverbs
 - 4. Using specific participant

VII. Method of Learning: Interview Strategy

VIII. The Steps of Activity

- 1. Pre-activity
 - a. Teacher together with the students review the aspect of Descriptive paragraph includes the purpose, the organization and the language use.

- b. Teacher tells the class that they are going to write descriptive paragraph about giraffe.
 - c. Teacher explains some vocabularies related to the topic.
- 2. Whilst
 - a. Teacher gives explanation about interview strategy
 - b. Teacher asks students to do interview with his/her friends.
 - c. Teacher gives a topic to students.
 - d. Teacher hands out answer sheets.
 - e. Teacher asks students to make up questions related to the topic.
 - f. Teacher asks students to ask questions to his or her partner listen to answers and take note.
 - g. After doing the interview, teacher asks students to change the role, the interviewer is now interviewed and do the same steps above.
 - h. After all students do the interview, teacher asks students to make report of the information based on the students gathered for other student.
- 3. Post-activity
 - a. Students collect their writing in the form of descriptive paragraph
 - b. Teacher asks students about their difficulties during learning.

IX. Resources

- 1. Let's Talk Grade VIII
- 2. Wwww. Wikipedia.org

X. Assessment

a. Technique : Written test

b. Instrument

1. Please write descriptive paragraph including the generic structures and language features of descriptive paragraph under the title; giraffe.

2. Time allocated is 40 minutes.

c. Assessment :

ASSESSMENT ASPECTS OF DESCRIPTIVE PARAGRAPH

Name: _____ Class: _____

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization m. Identification n. Description				
3	Vocabulary				
4	Grammatical Features y. Simple present tense z. Adjectives aa. Adverbs bb. Specific participant				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

XV. The Key Answer

Giraffe

Identification:

One of the most interesting animals in the zoo is the giraffe. This is the giraffe we saw at the zoo. It is male and it is about six meters tall.

Description:

The giraffe has big brown eyes. They are protected by very thick lashes. This giraffe has brown spots on the skin. This coloring helps protect the giraffe. It also has two short horns its head.

Like a camel, it can go for a long time without drinking water. One sources of water is the leaves which it eats from trees. It is tall, so the giraffe can reach the tender leaves at the top of a tree.

The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometers per hour or stay to fight with its strong legs.

LESSON PLAN

School : SMPN 1 Siak Hulu

Subject : English Lesson (Writing)

Subtopic : Descriptive Paragraph

Class/ Semester : VIII I / 1

Meeting : 7

Time Allocated : 2 x 40 Minutes

I. Standard Competence

Expressing meaning in the short functional text and simple written essay formed in descriptive and recount to interact with environment.

II. Basic Competence

- A. Expressing meaning in the short functional text in simple written essay accurately, fluently, and acceptably to interact with environment.
- B. Expressing the meaning and rhetorical stages in the simple written essay accurately, fluently and acceptably to interact with environment in form descriptive and recount.

III. Indicators

- A. To use identification in descriptive paragraph
- B. To use description in descriptive paragraph
- C. To use present tense in descriptive paragraph
- D. To use adjectives in descriptive paragraph
- E. To use adverbs in descriptive paragraph

IV. The Goals

- F. Students are able to use identification in descriptive paragraph
- G. Students are able to use description in descriptive paragraph
- H. Students are able to use present tense in descriptive paragraph
- I. Students are able to use adjectives in descriptive paragraph
- J. Students are able to use adverbs in descriptive paragraph

V. The Value of Character Education

- A. Creative
- B. Self Confident
- C. Careful

VI. Main Materials / Learning Material

- A. Definition of Descriptive paragraph

Descriptive paragraph is a paragraph which describes about object, place or person.

- B. The Generic Structure

- 1. Identification: identifies an object to be described
- 2. Description: describes parts, qualities and characteristics

- C. Language Feature

- 1. Using simple present tense
- 2. Using adjectives
- 3. Using adverbs
- 4. Using specific participant

VII. Method of Learning: Interview Strategy

VIII. The Steps of Activity

- 1. Pre-activity

- a. Teacher together with the students review the aspect of Descriptive paragraph includes the purpose, the organization and the language use.
 - b. Teacher tells the class that they are going to write descriptive paragraph about Alamayang
 - c. Teacher explains some vocabularies related to the topic.
2. Whilst
- a. Teacher gives explanation about interview strategy
 - b. Teacher gives a topic to students.
 - c. Teacher hands out answer sheets.
 - d. Teacher asks students to make up questions related to the topic.
 - e. Teacher asks students to ask questions to his or her partner listen to answers and take note.
 - f. After doing the interview, teacher asks students to change the role, the interviewer is now interviewed and do the same steps above.
 - g. After all students do the interview, teacher asks students to make report of the information based on the students gathered for other student.
3. Post-activity
- a. Students collect their writing in the form of descriptive paragraph
 - b. Teacher asks students about their difficulties during learning.

IX. Resources

1. Let's Talk Grade VIII
2. [Www. Wikipedia.org](http://www.Wikipedia.org)

X. Assessment

- a. Technique : Written test
- b. Instrument

1. Please write descriptive paragraph including the generic structures and language features of descriptive paragraph under the title; Alamayang
 2. Time allocated is 40 minutes.
- c. Assessment :

ASSESSMENT ASPECTS OF DESCRIPTIVE PARAGRAPH

Name: _____ Class: _____

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization o. Identification p. Description				
3	Vocabulary				
4	Grammatical Features cc. Simple present tense dd. Adjectives ee. Adverbs ff. Specific participant				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

- 1 = incompetent
- 2 = competent enough
- 3 = competent
- 4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

XVI. The Key Answer

Alamayang

Identification:

Alamayang is one of recreation place in Pekanbaru. Almost all of people ever come to this place for recreation and holiday.

Description:

Alamayang has a fishing pool which is crowded by visitors especially at Idul Fitri, Christmas and every Sunday. This fishing pool is located on Imam Munandar street KM 8, Tangkerang Timur urban village, Bukit Raya sub district, in Pekanbaru City and Riau Province, Indonesia. If you want to enjoy the fresh air and green view, just comes to Alamayang. It can help you to refresh your mind by providing facilities such as water bicycle, banana boat, safary train, flying fox, track bicycle, bombom car and others

LESSON PLAN

School : SMPN 1 Siak Hulu
Subject : English Lesson (Writing)
Subtopic : Descriptive Paragraph
Class/ Semester : VIII I / 1
Meeting : 8
Time Allocated : 2 x 40 Minutes

I. Standard Competence

Expressing meaning in the short functional text and simple written essay formed in descriptive and recount to interact with environment.

II. Basic Competence

- A. Expressing meaning in the short functional text in simple written essay accurately, fluently, and acceptably to interact with environment.
- B. Expressing the meaning and rhetorical stages in the simple written essay accurately, fluently and acceptably to interact with environment in form descriptive and recount.

III. Indicators

- A. To use identification in descriptive paragraph
- B. To use description in descriptive paragraph
- C. To use present tense in descriptive paragraph
- D. To use adjectives in descriptive paragraph
- E. To use adverbs in descriptive paragraph

IV. The Goals

- A. Students are able to use identification in descriptive paragraph
- B. Students are able to use description in descriptive paragraph
- C. Students are able to use present tense in descriptive paragraph
- D. Students are able to use adjectives in descriptive paragraph
- E. Students are able to use adverbs in descriptive paragraph

V. The Value of Character Education

- A. Creative
- B. Self Confident
- C. Careful

VI. Main Materials / Learning Material

A. Definition of Descriptive paragraph

Descriptive paragraph is a paragraph which describes about object, place or person.

B. The Generic Structure

- 1. Identification: identifies an object to be described
- 2. Description: describes parts, qualities and characteristics

C. Language Feature

- 1. Using simple present tense
- 2. Using adjectives
- 3. Using adverbs
- 4. Using specific participant

VII. Method of Learning: Interview Strategy

VIII. The Steps of Activity

1. Pre-activity
 - a. Teacher together with the students review the aspect of Descriptive paragraph includes the purpose, the organization and the language use.
 - b. Teacher tells the class that they are going to write descriptive paragraph about Afgan Syahreza.
 - c. Teacher explains some vocabularies related to the topic.
2. Whilst
 - a. Teacher gives explanation about interview strategy
 - b. Teacher gives a topic to students.
 - c. Teacher hands out answer sheets.
 - d. Teacher asks students to make up questions related to the topic.
 - e. Teacher asks students to ask questions to his or her partner listen to answers and take note.
 - f. After doing the interview, teacher asks students to change the role, the interviewer is now interviewed and do the same steps above.
 - g. After all students do the interview, teacher asks students to make report of the information based on the students gathered for other student.
3. Post-activity
 - a. Students collect their writing in the form of descriptive paragraph
 - b. Teacher asks students about their difficulties during learning.

IX. Resources

1. Let's Talk Grade VIII

2. Www. Wikipedia.org

X. Assessment

a. Technique : Written test

b. Instrument

1. Please write descriptive paragraph including the generic structures and language features of descriptive paragraph under the title; Afgan Syah

Reza

2. Time allocated is 40 minutes.

c. Assessment :

ASSESSMENT ASPECTS OF DESCRIPTIVE PARAGRAPH

Name: _____

Class: _____

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization q. Identification r. Description				
3	Vocabulary				
4	Grammatical Features gg. Simple present tense hh. Adjectives ii. Adverbs jj. Specific participant				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

XVII. The Key Answer

Afgan Syahreza

Identification:

There are many multitalented artists in Indonesia. One of them is Afgan Syahreza. Everybody knows him as a good singer.

Description:

Afgansyah Reza was born in Jakarta, Indonesia on May 27, 1989. He is an Indonesian pop singer and actor. He released his debut album Confession # 1 in January 2008. In 2010, he released his second album The One. He has won a variety awards for his work, including Best Male Vocalist at the 2009 Indonesian Music Awards and Best Male Artist at the 2009 Planet Muzik Awards.

Afgan is quiet tall. His height is 170 cm. He has an oval face, short hair. He is easily known because there are dimples on his cheek when he is smiling and he always wears glasses. Afgan's favorites music is pop, R & B, Soul and Jazz. That music influence his way to sing.

Sekolah : SMPN 1 Siak Hulu
Kelas : VIII (Delapan)
Mata Pelajaran : BAHASA INGGRIS
Semester : 1 (Satu)
Standar Kompetensi : **Mendengarkan**

- | Kompetensi Dasar | Materi Pokok/ Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar | Karakter |
|---|---|---|--|---|---|--|----------------------|--|--|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | | |
| 1.1 Merespon makna yang terdapat dalam percakapan transaksi (to get things done) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindakan | <p>Percakapan singkat an memuat ungkapan – ungkapan:</p> <p>A : <i>Let me help you.</i>
 B : <i>Thank you so much.</i>
 A: <i>Can I have a bit?</i>
 B: <i>Sure. Here you are.</i>
 A: <i>Did you break the glass?</i>
 B: <i>Yes I did /</i></p> | <p>1. Brain storming bertanya dan menjawab tentang berbagai hal terkait tema topik yang akan dibicarakan.</p> <p>2. Mem bahas kosak ata (<i>noun phras e, verb phras</i></p> | <ul style="list-style-type: none"> • Merespon ungkapan meminta, memberi, menolak jasa • Merespon ungkapan meminta, memberi, menolak barang • Mengaku i, menging kari fakta • Merespon ungkapan meminta dan memberi <p>Pendapat</p> | <p>Tes lisan</p> <p>Tes lisan</p> <p>Tes lisan</p> <p>Tes lisan</p> | <p>Mer esp on secara lisa n</p> <p>Pert any aan lisa n</p> <p>Pili han gan da</p> | <p><i>Respo nd the follow ing statem ent</i>
 <i>Q: Let me help you</i>
 A:.....
 <i>Q: Can I have a bit?</i>
 A:
 <i>Choos e the right respon se</i>
 <i>Q: Did you break the glass?</i>
 <i>a. Yes, I did</i>
 <i>b. I</i></p> | <p>2 x 40 me nit</p> | <p>1. <i>Script</i> perca kapan
 2. Reka man Perca kapan :
 - <i>Casse tte</i>
 - <i>Tape Recor der</i>
 - <i>CD</i>
 - <i>CD Playe r</i>
 - <i>TV</i>
 3. Gamb argam bar/ benda terkait</p> | <p>Bers ahab at, kom unik atif Cer mat. Perc aya diri. Kre atif. Ker ja sam a. Ulet . Ras a ingi n tahu .</p> |

tutor: meminta, memberi , menolak jasa, meminta, memberi , barang, mengaku i, menging kari fakta, dan meminta dan memberi pendapat 1.2 Merespo n makna yang terdapat dalam percakap an transaksi onal (to get things done) dan interspers onal (bersosia lisasi) sederhan a secara akurat, lancar, dan berterim a untuk berintera ksi dengan	<i>No, it wasn't me.</i> <i>A: What do you think of this?</i> <i>B: Not bad.</i> Percaka pan singkat an memuat ungkap an – ungkap an: <i>A: Would you come to my party?</i> <i>B: I'd love to / I want to, but</i> <i>A; I do agree</i> <i>B; Thanks for the support.</i> <i>A; No way</i> <i>B: It's O.K. No proble m</i> <i>A: You have beautifu l</i>	<i>e, adver b</i> <i>phrase</i>) tata bahas a (kali mat seder hana tentan g tawar an jasa, memi nta sesuat u, infor masi faktu al, penda pat terkai t mater i perca kapan 3. Mend engar kan perca kapan yang mem uat ungka pan ungka pan dalam mater	• Merespo n ungkapa n mengund ang, mene rima, dan menolak ajakan • Merespo n ungkapa n menyetuj ui / tidak menyetuj ui • Merespo n ungkapa n memuji • Merespo n ungkapa n memberi selamat	s lis an Te s lis an	Pert any aan lisa n Isia n	<i>don't know</i> <i>c. I'm not sure</i> <i>d. All right</i> <i>Q: What do you think of my new dress</i> <i>A:.....</i> <i>.....</i> <i>Write your respon se to the follow ing statem ents:</i> <i>1. Would you go with me to the movie ?</i> <i>2. I do agree with you to join the speech contes t</i> <i>3. You have beauti ful hair.</i>	1 Script perca kapan 2 Reka man perca kapan 3 Tape record er 4 Gamb ar yang releva n Buku teks yang releva n	Tole ransi
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lingkungan sekitar yang melibatkan tindakan tutur: mengundang, menerima dan menolak ajakan, menyetujui/ tidak menyetujui, memuji, dan memberi selamat	<p><i>hair.</i></p> <p><i>B: Thank you.</i></p> <p><i>A: Happy birthday.</i></p> <p><i>B: Thank you.</i></p>	<p>i</p> <p>dengan</p> <p>cermat</p> <p>4. Menjawab pertanyaan tentang isi percakapan.</p> <p>5. Memberi respon lisan dan tulis terhadap ungkapan yang didengar.</p> <p>1. Memberi respons lisan</p> <p>Curah pendapat tentang hal-hal terkait topik/</p>				<p>4. You passed your exams.</p> <p>Congratulations.</p>			
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		<p>ungkapan yang akan dibahas</p> <p>2. Membahas kosak kata dan tata bahasa terkait topik/ungkapan yang dibahas</p> <p>3. Mendengarkan percakapan memuat ungkapan terkait materi</p> <p>4. Tanya jawab tentang isi percakapan</p> <p>5. Tanya</p>							
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		a jawab tentang fungsi dan makna ungkapan dalam percakapan							
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Standar Kompetensi : **Berbicara**

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal	Percakapan singkat dan memuat ungkapan – ungkapan. A; <i>Let me help you.</i> B: <i>Thank you so much.</i>	1. <i>Review</i> kosakata dan ungkapan – ungkapan. A; <i>Let me help you.</i> B: <i>Thank you so much.</i>	□ □ Bertanya dan menjawab tentang permintaan, materi, masalah	Tes lisan	Bermuatan	<i>Create a dialogue based on the role cards and perform it in front of the class.</i>	2 x 40 menit	1. Buku teks yang relevan 2. Gambar-gambar terkait tema 3. Realia Benda sekitar	Kreatif, toleransi, bersahabat, komunikatif Percaya diri

al (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindakan tutur: meminta,memberi,menolak jasa meminta,	<p>A: <i>Can I have a bit.</i> B: <i>Sure. Here you are.</i> A: <i>Did you break the glass?</i> B: <i>Yes, I did / No, it wasn't me.</i> A: <i>What do you think of this?</i> B: <i>Not bad.</i></p> <p>A: <i>Would you come to party?</i> B: <i>I'd love to / I wan't to,</i></p>	<p>teman 2. Tan ya jawab Me ngg una kan ung kap an ung kap an ters ebut 3. Ber mai n pera n mel aku kan perc aka pan yan g dise diak an gur u den gan perc aya diri 4. Ber mai n</p>	<p>jasa □ □ Bert any a dan men jawab tent ang me min ta, me mbe ri, men olak bara g □ □ Bert any a dan men jawab tent ang men gak ui, men gin gka ri fakt a □ □ Bert any a dan me mbe</p>	Tes lisan	Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class.</i>	Kreatif, toleransi, bersahabat, komunikatif
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[illegible]

n meng gunak an raga m bahas a lisan secar a akura t, lancar , dan berter ima untuk berint eraksi denga n lingk ungan sekita r yang melib atkan tinda k tutur: meng undan g, mene rima dan meno lak ajaka n, meny etujui /tidak meny etujui		den gan man diri 1. Rev iew kos akat a terk ait tem a, topi k seb elu mn ya 2. Me mpe rke nalk an kos akat a bar u / ung kap anu ngk apa n yan g aka n diba has	yetu jui.t idak men yetu jui <input type="checkbox"/> <input type="checkbox"/> Bert any a dan men jaw ab tent ang me muj i <input type="checkbox"/> <input type="checkbox"/> Bert any a dan men jaw ab tent ang me mbe ri sela mat						
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, mem uji, dan mem beri selam at		3. Tan ya jaw ab men ggu nak an ung kap anu ngk apa n terk ait mat eri den gan bers aha bat 4. Me niru kan perc aka pan yan g diuc apk an gur u 5. Mel aku kan perc aka pan yan g							
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		dibe rika n 6. Mel aku kan tany a Jaw ab men gg u nak an Ung kap an ters ebut							
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4. Mengungkap kan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

[illegible]

pendek sederhana dengan menggunakan ragam bahasa nista secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	berbentuk <i>recount</i> 3. Ciri kebahasaan teks <i>recount</i>	undangan an - <i>I want to come to....</i> - <i>Please come to.....</i> 5. Berlatih menggunakan seseorang secara lisan menggunakan gambit-gambit tertentu dengan kreatif dan komunikatif Contoh: A: <i>Hi Guys, I want you all to come to my birthday party.</i> B: <i>We'd love to! When?</i> A: <i>Tomorrow, at 4.00</i> 6.	<i>Mona</i> • Bertanya dan menjawab secara lisan berbagai Informasi tentang teks fungsional pendek berbentuk undangan 1. Bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk : - <i>Recount</i>						
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		<p>Secara berpasan atau dalam kelompok mengungkapkan berdasarkan konteks / situasi yang diberikan</p> <p>7. Secara mandiri Mengungkapkan undang an lisan</p> <p>1. Tanya jawab berbagai hal terkait topik tertentu (peristiwa, kejadian, pengalaman)</p> <p>2. Menge mbangk an kosakat</p>	<p>2. Mela kukan mono log pende k dalam bentu k <i>recou nt</i></p>						
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		a, tata bahasa terkait topik / jenis teks <i>recount</i> 3. Mengidentifikasi kejadian, peristiwa, pengalaman yang pernah dialami melalui tanya jawab 4. Melakukan monolog dalam bentuk <i>recount</i>							
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Standar Kompetensi : **Membaca**

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
5.1. Membaca	Teks fungsional pendek	1. Brain storming tentang berbagai hal	□ □ Membaca dengan nyaring	Tes lisan	Membacanya	<i>Read the the</i>	2 x 40 menit	1. Buku teks yang	Percaya diri Krea

[illegible]

Standar Kompetensi : **Menulis**

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional pendek berupa : - Undangan - Pengumuman - Pesan Singkat Teks rumpang berbentuk - <i>descriptive</i> - <i>recount</i> Kalimat acak	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penggantian kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana	<ul style="list-style-type: none"> • Menanggapi rumpukan teks fungsional pendek • Menyusun kata menjadi teks fungsional yang bermakna • Menuliskan kalimat pendek 	Tes tulis	Essay	1. <i>Write simple sentences based on the situation given.</i> 2. <i>Write an invitation/ announcement / message based on the situation given.</i> • <i>Complete the paragraph using the suitable</i>	2 x 40 menit	1. Buku teks yang relevan Contoh undangan, pengumuman, SMS 2. Gambar yang relevan 1. Buku teks yang relevan 2. Gambar terkait tema/t	Kreatif Cermat Komunikatif
				Tes tulis			4 x 40 menit		Kreatif Cermat Komunikatif Percaya diri Mandiri

6.2. Mengungkapkan makna dan langka h retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>		terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks dengan kreatif dan komunikatif 1. Review Ungkapan yang mendeskripsikan benda, orang atau tempat. 2. Menulis kalimat yang Mendeskripsikan benda, tempat, orang atau binatang berdasarkan	• Mengetip rump ang teks esai pendek berbentuk <i>descriptive</i> • Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i> • Menuliskan teks esai dalam	is		<i>le words</i> . • <i>Rearrange the following sentences correctly.</i> • <i>Write an essay describing something or a certain place.</i>		opik 3. Benda - benda sekitar	
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		<p>gambar /realia.</p> <p>3. Melengkapi rumpan g dalam teks deskriptif dengan kata yang tepat.</p> <p>4. Menyusun kalimat acak menjadi teks deskriptif yang terpadu.</p> <p>Membuat draft teks deskriptif secara mandiri</p> <p>Mengekspos teks descriptive yang ditulis di kelas dengan mandiri dan percaya diri</p>	<p>bentuk <i>descriptive</i> .</p>						
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HeadMaster of SMPN 1 Siak Hulu

Kampar, 5 March 2013
English Teacher

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PRE – TEST FOR RESEARCH

TIME 80 MINUTES

Directions:

1. This test is for scientific research.
2. Write your name and your class at the top of the answer sheet.
3. Write a descriptive paragraph.

Instruction:

Choose one of the interesting topics provided below, and then write a descriptive paragraph!

1. Sule
2. The cat
3. Kebun Binatang Kasang Kulim

POST – TEST FOR RESEARCH

TIME 80 MINUTES

Directions:

4. This test is for scientific research.
5. Write your name and your class at the top of the answer sheet.
6. Write a descriptive paragraph.

Instruction:

Choose one of the interesting topics provided below, and then write a descriptive paragraph!

4. Sule
5. The cat
6. Kebun Binatang Kasang Kulim